

**SOCIETAL FACTORS AND BEHAVIOUR MALADJUSTMENT OF THE  
BOY-CHILD: A CASE OF BOYS IN SELECTED REHABILITATION  
INSTITUTIONS IN NAIROBI AND KIAMBU COUNTIES, KENYA**

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## DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or for any other award.

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## **DEDICATION**

To my dear husband Jamleck Muturi and son Justice, my late parents Ann and Alfred and all my siblings, nieces and nephews.

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## **ABBREVIATIONS AND ACRONYMS**

|                |   |
|----------------|---|
| <b>ANPPCAN</b> | African Network Prevention and Protection of Children against Abuse and Neglect |
| <b>CBOs</b>    | Community Based Organizations   |
| <b>NCSTI</b>   | National Commission of Science, Technology and Innovation                       |
| <b>NGOs</b>    | Non-Governmental Organizations  |
| <b>SAS</b>     | Statistical Analysis System   |
| <b>SPSS</b>    | Statistical Package for Social Science  |
| <b>UIS</b>     | UNESCO Institute for Statistics   |
| <b>UNODC</b>   | United Nations Office on Drugs and Crime  |

## OPERATIONAL DEFINITION OF TERMS

|                                    |  |
|------------------------------------|--|
| <b>Behaviour Maladjustment:</b>    | Socially unaccepted acts such as stealing, rape, fighting and use of improper language and truancy     |
| <b>Boy-child</b>                   | A male aged between 15 to 19 years   |
| <b>Guardian</b>                    | Any person who lives with the boy-child other than the biological parent(s)                            |
| <b>Guidance/Discipline</b>         | The approaches parents/guardians use to instruct the boy-child to observe a particular code of conduct |
| <b>Parent</b>                      | Biological mother or father  |
| <b>Parenting</b>                   | The manner of bringing up children including: provision, socialization, modelling and disciplining     |
| <b>Peers</b>                       | The boys' friends  |
| <b>Pro-social Behaviour</b>        | Acts that conform to moral standards of the society  |
| <b>Rehabilitation Institutions</b> | A residential place where boys with behaviour maladjustment are undergoing reformation                 |
| <b>Social environment</b>          | People that a child is exposed to/interacts with   |
| <b>Society</b>                     | Adults that the boy-child related with   |

## ABSTRACT

Throughout much of history and across cultures, greater value has been placed on the male child. This is because of the roles he was presumed to take in the family and the society at large. Despite the high premium in which the boy-child is held, he has been internationally and locally featured causing havoc to the same people he is expected to be providing security to. The purpose of this study was to establish the societal factors that contributed to the behaviour maladjustment of the boy-child in selected rehabilitation institutions in Nairobi and Kiambu Counties, Kenya. The study looked at the role of parenting, society and peers on behaviour maladjustment of the boy-child. In addition, the study sought to find out what needs to be done to encourage pro-social behaviour among boys with behaviour maladjustment. The study was guided by social learning and psychosocial stages theories. To achieve the purpose of the study, *ex post facto* design was used. Purposive sampling was used to select three boys' rehabilitation institutions while convenience sampling was used to select 92 boys, three institutional managers, nine rehabilitation staff and nine boys' parents/guardians. A questionnaire and interviews were used to collect the data. Quantifiable data was coded and analysed using Statistical Package for Social Sciences (SPSS) whereas qualitative data was analysed using thematic descriptions. Statistical Analysis System (SAS) which gives output similar to SPSS was used in testing the hypotheses for this study. The findings are presented as per themes pertinent to the research questions. The study established that parenting and models in the society contributed to the boy-child's behaviour maladjustment. Two parenting and two society related variables were found to be statistically associated with the outcome variable of maladaptive behaviour at ( $p=0.014$  and  $p=0.04$ ) and  $p=0.05$  and  $p=0.017$  respectively. However, the test found peers to have no significant influence on the behaviour of the boy-child which contradicts other past studies that have mostly found peers to influence each others' behaviour. To encourage pro-social behaviour, effective parenting approaches and appropriate role modelling at family and society levels which could be achieved through Psycho-education for parents on responsible parenting was suggested. Based on the study findings, the following recommendations were given: i) Counseling for both the boy-child and the parents/guardians, ii) Empower parents/guardians through psycho-education, iii) Economic empowerment for the parents, iv) Psycho-education for the parents and the rest of the society. It is hoped that the findings of this study have shed some light to the society on some of the factors responsible for the behaviour maladjustment exhibited by the boy-child thus, embrace appropriate parenting and positive role modelling.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Throughout much of history, the male child has been more welcome than the female child. There is a general notion held across cultures that a boy-child is of greater value than a female child. Uwalaka (2003) notes that the boy-child in the African traditional setting was made to see himself as superior to girls, stronger, more important and indispensable. The male child, it has been presumed, brings advantage to the family. For a wife to bear sons, therefore, has been and is still to a large extent honourable in the eyes of the society. This is because sons had the responsibility of mainly bringing forth off-springs of their own to prolong their fathers' lineage (Mbiti, 1997).

A male child was and still is viewed as a source of both psychological and social security not only to the family but to the society at large. Kenyatta (1965) records that a boy-child under all circumstances had to stay with his parents especially in their old age and take up their responsibilities which mainly included taking care of the family property and giving them a decent burial. Towards this end, the parents and the community had a clear sense of the lives they were preparing their children to live as adults and had solid core values that were supported by all (Brooks, 1994). Indeed the boys and later men took their roles seriously, thus creating a stable society. Traditionally, men have been dependable ensuring security for their society. They have been the custodians of socio-cultural environments thus providing a conducive environment for social development.

However, the boy-child is involved in various antisocial behaviours that contradict his expected position in the society. He has been involved in disruptive practices such as stealing, fighting, vandalism and all manner of violence all of which contradict his role as a custodian of security in the society. He has also been a source of insecurity to himself by adopting a self-destructive lifestyle such as drug and substance abuse that predispose him to crime and also hinder him from forming positive relationships (Farrington & Welsh, 2007). This is not a new trend; males have been grossly over-represented in all major violent crime categories since the beginning of the collection of official crime statistics (Federal Bureau of Investigations, 1999). Thus the problem is not confined in Kenya but to other parts of the world too.

International and local dailies have asserted that there is a problem with the boy-child, 'a boys' crisis.' Research findings on challenges facing the boy-child in America for instance, a study by Tierney et al. (2007) found that in 2004, almost three quarters of young people prosecuted in juvenile courts were boys. Their most common law violating behaviour consisted of vandalism, theft and assault. In their research on delinquency, Synder and Sickmund (2006) further indicated that between 1997 and 2005, around 85% of all juveniles in correctional facilities in United States were boys. A Federal Interagency Forum on Child and Family Statistics (2008) shows that: 15-19 year-old boys in America are much more often victims of serious violent crimes such as assault, robbery and homicide. In addition, FBI (2001) also found an overwhelming majority of crimes (83 %) in United States committed in 2000 was by males. Pruitt (2007) also revealed that nearly 40% of the 12<sup>th</sup> grade boys surveyed in 2006 had used

illegal drugs. National Center for Educational Statistics (2007) also indicated that 56% of boys aged 16-24 had dropped out of school in America in 2004.

Similarly, according to a special report by United Nations Office on Drugs and Crime (2012), Nairobi and its environs is among the regions in Kenya with high crime rates perpetrated by young men. A report by the National Crime Research Centre (2012) identifies 46 notorious organized criminal gangs operating across the country with sixteen of them operating in Nairobi. The gangs includes: *Taliban*, *Jeshi La mzee*, *Kamjeshi* all found in Nairobi, *Mungiki*; found in Nairobi County and in Central part of Kenya and *Al Shabab*, found in Nairobi and North Eastern Kenya. According to the NCRC report, the male gender dominates membership in the organized criminal gangs accounting for 60.8%. Therefore, organized crime is presented or manifested as a largely male issue. However, there exists gender mix in the membership as females account for the remaining 39.2% suggesting that the girl-child too is a victim of behaviour maladjustment. The existence of two girls' public rehabilitation schools; Kirigiti and Dagoretti (Department of Children's Services records, January 2009) also shows that behaviour maladjustment is not an exception of the boy-child. However, the behavioural problems of the girl child are beyond the scope of this thesis.

The NCRC report further observes that each gender has specific roles to play in the gang; male members for instance involve themselves in brutal murders, robbing, drug trafficking kidnapping, raping and extorting money from the public in the name of offering security to them as vigilantes. Many other boys outside these gangs too have indulged in maladaptive behaviour such as alcoholism, drug and substance abuse and

chewing of *khat (catha edulis)* -a lifestyle that may predispose them to involvement in inappropriate behaviour.

According to Kabeca (1985), Kenyatta (1965) and Mbevi (2010) the boy-child was prepared for his adult responsibilities from an early age. The mother laid the foundation during the first four years of his life after which he got gradually socialized into his adult roles mainly by his father and other male members of his nuclear and extended family as he grew up (Kenyatta, 1965; Magesa, 1998 & Mweru, 2005). From around age four, a father would take along the boy-child as he went about his day to day activities of herding livestock. This exposed the boy-child to continuous education and training thus grew up well grounded to effectively take up various roles in adulthood and as a result he developed a firm sense of whom he was and what he stood for thus formed ego identity and a positive self image.

Parenting and the social environment in most African contexts and certainly in traditional societies in Kenya were and still are viewed as key in shaping children's behaviour. As such, parents in the traditional societies took their parenting responsibility seriously and ensured that children were appropriately equipped for proper adjustment as members of the society and for their future roles. This was through inculcating in them the moral values and beliefs of the society and teaching them by example (Mbiti, 1997). Thus the presence of both parents was key in role modelling appropriate behaviour by moral standards of the society. Bronfenbrenner (2000) holds that each nation's children are a mirror of the society. This resonates with the concept held by previous authors (Kabeca, 1985; Kenyatta, 1965 & Mbiti, 1997). The three authors argue that a child's behaviour is a reflection of parenting

employed on him and that a child learns by imitating the behaviour of the parents and the people around him. Children acquire behaviour through observation and imitation (Bandura, 1977). For this reason, a man for instance could not quarrel with his wife or a married couple could not call each other names in the presence of their children (Kabeca, 1985). Therefore, parents created a nurturing environment within which a child imitated the behaviour desired by the society and behaved in an altruistic way so that there was identification with the entire community. The personality of the growing child was shaped by the interest of the society. Consequently, children adopted the behaviour and mannerisms that met the standards of their society. Since they were well adapted, they were able to adequately take up their expected roles which gave them confidence and kept their self esteem high.

The concept of parenting was wider than the man and woman who were biological parents. Mbevi (2010) suggests that all adult members of the community to which the child belonged assumed parental responsibilities. The boy-child was shaped to be the person that the society expected him to be by its standards (Kabeca, 1985; Kenyatta, 1965 & Mbevi, 2010). For example, Achebe (1958) paints a vivid picture of the Igbo traditional gender stereotypes and how through informal education fathers groomed their sons to grow up as men: bold, courageous, audacious and fearless. The approach resonates well with many Kenyan cultures where the fathers took their responsibility seriously to nurture the boy-child (Kabeca, 1985 & Kenyatta, 1965). There was close interaction between fathers and sons that ensured quality learning of the boy-child. This is in line with the views of the behavioural theorist Piaget's (1951) interactional model which holds that children construct knowledge of the world through their interactions with people and objects around them. The boy-child was often in the

company of his male siblings and other members of his extended family as they went about their daily activities (Kabeca, 1985 & Kenyatta, 1965). This helped to ground him in the values and desired behaviour in the society.

However, with the introduction of western culture, current globalization and the general demands of modern life, many things have changed. Berns (2009) opines that children spend most of their time in school and while at home in the evenings, weekends and holidays they are busy working on their home-work or attending private tuition. The education given is academic-oriented which preoccupies an individual with personal achievement that demands the contemporary youth to spend many years isolated from the realities of community life in artificial environments (Finn & Chockway, 1998).

On the other hand parents and especially father figures seem to be preoccupied with other issues that do not offer practical lessons for the boy-child. The contemporary boy-child with his academic achievement may therefore lack practical skills to manipulate his social environment and the knowledge on his roles in the all-embracing network of kinship relationships and what his rights and obligations are. Worse still some adults are not well adapted. They are therefore not models of the desired society (Mbevi, 2010). This echoes Stewart-Brown's (2000) findings that many contemporary families are characterized by problems such as, adult drug and alcohol abuse, increased divorce rates, violence and less parental attention. Mburugu and Adams (2001) indicate that some parents are generally busy engaged in different activities and have little or no time to supervise their children, role model or give them social-content-based education to compensate for the inadequacy of the

academic education that they have. In fact, Binh (2012) observes that in the modern times, fathers only pay attention to their career, promotion or earning a living and they give this as an excuse for not having time for their children. Gradually, fathers and children do not understand or love each other. Furthermore, the family structures that the boy-child finds himself in have also changed (Kimani & Kombo, 2010). Current literature shows that many boys find themselves in nuclear and single-parent-headed households in urban areas and or away from their relatives as opposed to their counterparts in the traditional setting (Wadende & Lasser, 2011).

In spite of these glaring changes, the boy-child in the contemporary setting is still expected to take up the traditionally set roles in an extensively changed context (Wadende & Lasser, 2011). For example, men are still viewed as the main bread winners even though the society does not endow them with resources and skills to meet these expectations adequately. They are expected to provide security, yet they themselves have been left insecure due to lack of resources and skills to undertake their roles. They are expected to portray behaviour desired by the society, yet they lacked appropriate role models as they grew up. Unfortunately the society condemns and labels the boy-child as a failure, oblivious of its possible role in his plight. According to Kenchappanavar (2012) when children feel discouraged and unable to make positive contributions to the social group, they seek other ways to feel important and competent. In relation to this view, Erikson (1963) in his psychosocial stages of development argues that young people may suffer identity crisis when they fail to develop a firm sense of identity and become subject to peer pressure. They may join any group that can give them security and support irrespective of its undesirability to the society. The group could be criminal gangs which according to Sullivan (1989)

serve as an outlet for psychological deficits such as negative self concept, social disabilities, poor impulse control and limited life skills. Sociological theories of delinquency suggest that crime, like other social behaviours is a product which is precipitated by sociological factors such as social change, urbanization, disrupted family lives, child rearing practices peer pressure and poverty among others (Regoli & Hewitt, 1994). Disrupted family life and child rearing practices in particular, may have both direct and indirect effects on the identity of a child. Identity crisis can lead to role confusion and could lead to criminal activities as espoused by psychodynamic psychologists. However, the theorists observe that the crisis is reversible.

Through the decades rehabilitation institutions have been used world over with a view of rehabilitating juveniles and later reintegrating them into the society as fully functioning individuals (Bradshaw and Roseborough, 2005). In Kenya, the government, NGOs and individuals have established various correctional facilities for children with behaviour maladjustment. Most of these facilities cater for boys as evidenced for instance by the number of public rehabilitation schools formerly known as approved schools. In total, there are eight public rehabilitation schools in Kenya out of which five are for boys (Department of Children's Services records, January 2009). This could be because boys have been known to demonstrate more aggression than girls (Tremblay, 2000 & FBI, 2001). A research by Muola, Ndungu and Ngesa (2009) found delinquency level of boys to be significantly higher than that of girls in Kenya. It is against this backdrop that this study sought to examine the relationship between the society and the behavioral challenges of the boy child in selected rehabilitation institutions in Nairobi and Kiambu Counties.

## **1.2 Statement of the Problem**

Past studies have established that the boy-child has been grossly over-represented in all major crime categories, thus have behaviour maladjustment (FBI 2001; Federal Interagency Forum on Child and Family Statistics 2008; National Crime Research Centre 2012; National Center for Educational Statistics 2007; Synder and Sickmund 2006; Tierney et al., 2007 & United Nations Office on Drugs and Crime, 2012). UNODC for instance identified Nairobi and its environs as regions in Kenya with high crime rates perpetrated by young men and identified sixteen notorious criminal gangs operating in Nairobi. According to the report, members of these gangs involve themselves in brutal murders, robbing, drug trafficking and rape among other things. The violence that followed the 2007 general election in Kenya and spilling over into 2008 had the boy-child at the centre stage as a perpetrator as well as a victim. More recently, it was reported that young boys from Kenya have become a target for recruitment by the *Al Shabaab* terror group from Somalia (Anzalone, 2012). A Federal International Forum on Child and Family Statistics (2008) shows 15-19 year old boys as being much more victims of serious violent crimes.

Therefore, the problem of this study is that even though the boy-child is known to be grossly a victim of behaviour maladjustment, few empirical studies have looked at the role of the society in shaping his behaviour and more so boys in rehabilitation institutions. Therefore, there is a disconnection in understanding the boy-child's behaviour in relation to the social context in which he is brought up. This study sought to fill the gap by establishing the societal role in behaviour maladjustment of the boy-child, a case of boys in selected rehabilitation institutions.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the societal factors that contribute to the maladjusted behaviour of the boy-child in selected rehabilitation institutions in Nairobi and Kiambu Counties with an aim of establishing possible measures that can be taken to encourage pro-social behaviour.

### **1.4 Objectives of the Study**

The general objective of the study was to establish the factors that contribute to the behaviour maladjustment among boys in rehabilitation institutions.

#### **Specific Objectives**

- a) Determine the role of parenting in behaviour maladjustment of the boy-child.
- b) Establish the role of the society in behaviour maladjustment of the boy-child.
- c) Find out the role of peers in behaviour maladjustment of the boy-child.
- d) Establish what needs to be done to encourage pro-social behaviour among boys with behaviour maladjustment.

### **1.5 Research Questions**

- a) What is the role of parenting in behaviour maladjustment of the boy-child?
- c) What is the role of the society in behaviour maladjustment of the boy-child?
- d) What is the role of peers in behaviour maladjustment of the boy-child?
- e) What should be done to encourage pro-social behaviour among boys with behaviour maladjustment?

## **1.6 Research Hypotheses**

Based on the objectives, three hypotheses were also tested using logistic regression.

These were:

Hypothesis 1:  $H_0$  Parenting has no role in behaviour maladjustment of the boy-child.

Hypothesis 2:  $H_0$  Society has no role in behaviour maladjustment of the boy-child.

Hypothesis 3:  $H_0$  Peers have no role in behaviour maladjustment of the boy-child.

## **1.7 Justification and Significance of the Study**

Behaviour Maladjustment among boys is a concern of every member of the society. The havoc caused by boys with behaviour maladjustment negatively affects the society in many ways. For example, socially, the lives of individuals and families are traumatized and destroyed through crimes such as rape, robberies, killings and drug abuse. An understanding of the societal factors contributing to behaviour maladjustment of the boy-child is of paramount importance in providing information that can be used to formulate intervention mechanisms to address the problem.

Unearthing the causes of maladaptive behaviour exhibited by the boy-child may benefit him in the sense that parents and the society may take appropriate measures to rescue him from the predicament facing him. Appropriate parenting and social environment can transform the boy-child into a healthy personality thus become well adapted by societal standards.

Religious and learning institutions such as churches and schools that play a crucial role in shaping the behaviour of society members may get a better understanding of

the possible causes of the current behaviour of the boy-child. This may help them work out the appropriate approaches of helping him and guiding others against adopting undesirable behaviours. Proper adjustment of the boy-child may minimize the level of insecurity being experienced from him and which is a concern of many in our country. Finally, the findings are also intended to act as a springboard from which other researchers could conduct further investigations into societal contribution of behaviour maladjustment in boys.

### **1.8 Scope and Delimitations of the Study**

This research was carried out among boys aged 15 to 19 years with behaviour maladjustment and who were in rehabilitation institutions. Two rehabilitation institutions in Nairobi County and one in Kiambu County where boys below twenty years of age were undergoing rehabilitation were included in the study. These institutions were preferred due to the fact that they had the target population for the study. Managers of these rehabilitation institutions as well as parents with children in them were also included in the study as respondents. The study, however, was limited in the sense that it considered boys with maladjusted behaviour from rehabilitation institutions in Nairobi and Kiambu Counties only yet there are other similar institutions in other parts of the country. The study also focused on boys who were institutionalized and within the age limit given yet there are many more with problem behaviour outside this age bracket and outside these institutions. A major limitation was the fact that the research targeted the boy-child who was already going through a rehabilitation programme and who may therefore have not been as maladjusted as the one outside such conditions. The findings therefore are not generalizable to all the boys' population with behaviour maladjustment.

### **1.9 Assumptions of the Study**

- a) Boys admitted in rehabilitation institutions have behaviour maladjustment.
- b) Parenting has contributed to the behaviour maladjustment of the boy-child in rehabilitation institutions.
- c) Society has contributed to the behaviour maladjustment of the boy-child in rehabilitation institutions.
- d) Peers have contributed to behaviour maladjustment of the boy-child in rehabilitation institutions.
- b) The society is interested in finding a solution to redirect the behaviour of the boy-child to pro-social activities.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

It will be recalled that the purpose of this study was to establish the societal factors that contributed to the behaviour maladjustment of the boy-child in selected rehabilitation institutions in Nairobi and Kiambu Counties with an aim of establishing measures that can be used to encourage pro-social behaviour among boys. In this Chapter, the researcher reviewed literature that was related to this study within the framework of social learning theory and psychodynamic theories (Erik Erikson's Psychosocial Stages). The review is presented under the following headings: social learning theory, psychodynamic theories, Erik Erikson's psychosocial stages, behaviour maladjustment in boy-child, socialization and behaviour of boy-child, role modelling and behaviour of the boy-child, peer socialization and behaviour of the boy-child and intervention mechanisms. A conceptual framework is also presented later in the Chapter.

#### 2.2 Theoretical Framework

This study was informed by social learning theory by Bandura (1977) and the Erikson's (1963) theory of psychosocial stages of development. These frameworks were thought to have insightful implications for boys with maladaptive behaviour.

##### *2.2.1 Social Learning Theory*

The study adopted social learning theory proposed by Bandura (1977) which has the behaviour of children as its focus. The theory suggests that behaviour is determined primarily by the people around an individual. The theory holds that most human

behaviour is learned observationally through modelling. From observing others, one forms an idea of how new behaviours are performed and, on later occasions, this coded information serves as a guide for action. Children attempt to internalize the conduct of other people and acquire behaviour patterns that are similar to those people.

The theory emphasizes the central role of society in learning behaviour. It gives insight on the significant impact which society and other people have on the development of a child's personality (Bandura & Walters, 1963). The implication of the theory is that the social surrounding of a child contributes immensely to personality development because the people in the social environment of a child are the ones he imitates and identifies with. Children's behavior could be said to be a mirror image of the society. In this regard, the maladaptive behaviour of the boy-child could be understood by largely examining his social environment-the significant others and the society at large. As children observe others, they might incorporate their goals and values to their own behaviours in an effort to feel connected or identify with those individuals. According to Mcleod (2011), the impact can either be positive or negative based on the person whom the child chooses to emulate and the reasonable expectations the child can have of positive outcomes.

When applied to this study, this theory suggests that the social environment is an important aspect in understanding the challenges the boy-child is facing today. The theory was thus useful in shedding light on different aspects of the boy-child's social environment such as: the general parenting, the role of his peers in relation to how this impacted on his behaviour and the general neighbourhood where he lived. As Rhee

and Waldman (2002) observed, social environment is the most significant factor in influencing the behaviour of children and adolescents.

### ***2.2.2 Psychodynamic Theories***

Psychodynamic theories generally teach that, personality is characterized by a dynamic struggle. Need for superiority come into conflict with laws, social rules and moral codes (Rathus, 1990). The laws and social rules become internalized after which we make them part of ourselves. Consequently, the dynamic struggle becomes a clashing of opposing inner forces and at a given moment our behaviour, as well as our thoughts and emotions represents the outcome of these inner contests (Rathus, 1990). There are many proponents of psychodynamic theory. However, in this study, the views of Erikson (1963) on psychosocial stages of development were employed.

### ***Erik Erikson's Psychosocial Stages***

Erikson (1963) in his theory of personality development asserts that social relationships are crucial determinants of personality. His theory is based on eight stages as illustrated below which he calls psychosocial stages of life.

| Stage of life | Approximate age | Step toward stable personality | Step toward Unstable personality |
|---------------|-----------------|--------------------------------|----------------------------------|
| 1.            | Birth -2yrs     | Trust                          | Mistrust                         |
| 2.            | 2-3             | Autonomy                       | Shame and doubt                  |
| 3.            | 4-5             | Initiative                     | Guilt                            |
| 4.            | 6-11            | Industry                       | Inferiority                      |
| 5.            | 12-18           | Identity                       | Role confusion                   |
| 6.            | Early adulthood | Intimacy                       | Isolation                        |
| 7.            | Middle age      | Generativity                   | Self-absorption                  |
| 8.            | Late adulthood  | Integrity                      | Despair                          |

Each stage presents conflicts that require individuals to modify their personalities and adjust to their social environment. How they negotiate each stage determines whether they will have a stable or unstable personality development. Parents' attitudes and actions as well as other people and environmental factors influence the ways by which individuals resolve these conflicts. To Erikson cited in Schultz and Schultz (2009), personality development is an ongoing process throughout life. He argues that ego whose role is to preserve identity has four distinct aspects: individuality (a conscious sense of uniqueness and existence as separate distinct entity), wholeness and synthesis (a sense of inner wholeness and indivisibility resulting from unconscious synthesizing operations of the ego), sameness and continuity (a feeling that one's life has

consistency and is headed for meaningful direction) and social solidarity (a sense of inner solidarity with ideals and values of some group, feeling of social support and validation. Erikson asserted that firm identity requires that the inner sense of sameness and continuity be meaningful to significant others and correspond to their perceptions and expectations. This ensures recognition from people who are important to the individual. If there are contradictions in the society, the child feels lost. However, the adjustments that people make at each stage are not irreversible, though they influence the person's overall personality.

The study focused on the fifth and sixth stages since it is within these that the boy-child under study falls in, that is, 15-19 years. The fifth stage, called Identity versus Role Confusion/Diffusion occurs when individuals are between 12 to 18 years of age. During this stage, people develop healthy personal identities on the positive side or role confusion on the negative side (Santrock, 2007). Parental influence is indirect though it depends on the feeling of trust, autonomy, initiative and industry that they have instilled in their children. Adolescents bring together all their thoughts about themselves in their various capacities. If they feel good about themselves, they develop a positive self-identity. In relation to this study a sense of inner solidarity that would enhance positive self-concept would be that which corresponds to the societal expectations. As highlighted in the introductory sections, boys have societal designed roles that are masculine which they acquire from the people of their gender as they grow up. Boys need to feel that they have male figures within their immediate families whom they can identify with in line with socially expected roles and a society that cares for them. If they lack the care givers and the models they can identify with, they get confused. They also cannot form a mental image of their own "special" self

thus they may become overly concerned with their identity in the eyes of others (Sokoi, 2009); they may become what others want them to be because they are not sure what kind of person they want to be themselves. Some may adopt an identity set up by their families while others may adopt an identity opposite to these expectations such as a 'loser' or 'delinquent' because any identity may be better than no identity at all. However, failure to establish a healthy personal identity during adolescence does not guarantee failure forever.

This theory implies that behaviour adaptation is dependent on parenting and the social environment of a child from as early as infancy. However, different from the social learning theory, the emphasis is on support and validation: consistency in the value systems so that the children can get proper direction free from contradictions that would bring confusion in conceptualization of desired behaviour. Capaldi and Petterson (1991) contend that though a child's parents and family are important influences, they can either destroy or ensure a happy future. But the families are also embedded in the larger society hence conceptualization of parenting from the larger social environment is viewed as critical in achieving a firm identity.

### **Summary of the Theoretical Framework**

The two theories, that is, social learning and psychodynamic theory (Erik Erikson's psychosocial stages) were found appropriate in shedding light on the areas of concern in this study. Individually, the social learning theory by Bandura (1977) sheds light on different modalities through which children learn. Significantly, Erikson's theory (1963) of psychosocial stages explains the development of identity and the motivating factors towards certain types of behaviour among the developing children. For

instance, according to Erikson's psychosocial stages, lack of proper negotiation from one stage to another may lead to feelings of deprivation of identity. The state of identity crisis or role confusion involves the converse of firm identity: feelings of inner fragmentation, uncertainty about where life is headed and inability to gain support provided by satisfactory social role or vocation. Collectively, the two theories explain how individuals acquire behaviour from their social environment and from parenting skills employed on them. The theories further explain what is likely to happen when the social environment does not enhance the socially desired behaviour. In essence the theories emphasize the importance of a society in shaping behaviour. The theories therefore provide important insights that provided a focus for this study since they illuminated on possible factors accountable for the maladaptive behaviour of the boy-child in the contemporary Kenyan society.

### **2.3 Behaviour Maladjustment in Boy-child**

Generally, behaviour maladjustment is that which does not conform to the legal or moral standards of a society. Maladjusted behaviour encompasses delinquent behaviour, a term universally accepted to apply to any antisocial behaviour committed by a child (Naggaddya, 2011). An individual below eighteen years of age is defined as a child according to Kenyan Laws (Children's' Act, 2005). However, in other parts of the world the definition of a child is different. For example, in the United States, there are states where the maximum age limit is set at 14 years while in others it is as high as 21 years (Sanders, 2005).

Research findings by Sanders indicate that the 16- to 20-year age group has one of the highest incidences of serious crime with theft as the commonest offence. Many other research findings report the main law-violating behaviours among the youth to be monetary and material thefts, vandalism, violence/assault, alcohol and substance abuse, drug trafficking, use of improper language and rape which is mostly among the older adolescents (Omboto, Ondiek, Odera, & Ayugi, 2012; Muola et al., 2009 & Tierney et al., 2007). According to Sanders (2005) causes of such behaviours are found in a complex of psychological, social, and economic factors. In addition, clinical studies have uncovered emotional maladjustments, usually arising from disorganized family situations, in many delinquents (Kristin, Leiber, Featherstone & Monserud, 2007). Other studies have suggested persistent patterns of delinquency in poverty-prone neighbourhoods regardless of changing occupants. This "culture of poverty" argument has come into disrepute among many social scientists (Weatherburn and Lind, 2000). There are children living in such neighbourhoods but do not engage in delinquent behaviour.

Due to the delinquent tendency, Rodriguez (2007) found most of juvenile delinquents becoming victims of school dropout at some point in their school life. This was because a delinquent child was likely to get into trouble with school authorities due to his delinquent behaviour. As a result the child became vulnerable to expulsion or suspension by the school authorities hence becoming a school dropout. However, researchers such as Birdsall, Levine and Ibrahim (2005), Bruneforth (2006), Cardoso and Verner (2007) and UIS & UNICEF (2005) have extensively reported a link between poverty and school dropout. In addition, a study conducted by Omogbemi and Ebuehi (2011) among sixty students of an approved sheltered girls' school, Idi-

Araba Lagos, revealed that of the 53.3% that dropped out of school, 65.6% did so from financial problems and 28.1% as a result of peer pressure while a study by Mwenda, Muthaa and M'munyuri (2012) reveal being forced to repeat a class.

Additionally, poor relationship with peers and teachers in school coupled with poor academic performance that is likely with a delinquent may attract unfavourable evaluations (Rodriguez, 2007). As a result, the delinquent may feel misplaced thus get detached from the school. Feelings of rejection that such individuals experience makes them easily susceptible to gang affiliation for a sense of belonging and being valued (Welsh, Sherman, Farrington & Brandon, 2001). In the same vein, Krohn and Thornberry (2008) and Taylor (2008) also found that youth, particularly boys who experience negative life events such as rejection are more likely to get recruited into a company of delinquent peers for the purpose of having a sense of belonging. According to Sanders (2005) gangs are sources of much delinquency and have been a common path for adolescents, particularly in the inner cities. Birkeland, Breivik and Wold (2012) on the other hand found feelings of acceptance to have a protective effect on global self-esteem for all adolescents.

According to Ludwig and Cook (2000) a juvenile who commits a crime also suffers effects that he is probably unable to predict. He may lose his freedom while being incarcerated or placed on probation. He may also lose ground academically, suffer injuries or lose his life as well. The two researchers found that the disturbance and trauma of having a family member who is a juvenile delinquent can create instability for the other relatives. Moreover, findings by Welsh et al. (2001) indicated that there was a correlation between juvenile delinquency and drug use, gang involvement,

alcohol abuse, and sexual behaviour. All of these issues challenge communities by making neighbourhoods unsafe and costing large amounts of public money to be spent on law enforcement and school safety. Therefore, addressing the issue of behaviour maladjustment among children in the society is important both at family and community level.

According to Taylor (2008) young people who commit serious crimes before they are 18 years old challenge the future for everyone involved. They may be acting out to protest perceived abuses that have been perpetrated against them. To Taylor, young people may believe that there is no future for them outside of a life of crime. They may be expressing anger or frustration directed against another person or group or looking for approval from a gang (Welsh et al., 2001). Whatever the motive, juvenile delinquency affects all individuals, families, and communities. It is a serious problem that challenges the efforts of government agencies, politicians, educators, faith communities, and nonprofit organizations alike.

The review shows studies on commonest offences by adolescents, causes and their effects on the individual and the society. Although these studies are related to behaviour maladjustment, none of them seem to have explored the role of society on behaviour maladjustment of the boy-child in rehabilitation institutions. This study therefore sought to fill this gap.

## **2.4 Socialization and Behaviour of the Boy-child**

Socialization is considered to be the key determinant of behaviour. Gruseck and Hastings (2007) defined socialization as the process by which an individual acquires his or her own personality. It therefore involves learning the techniques needed to survive, function and thrive in society through interaction with significant individuals and institutions (Gruseck & Hastings, 2007). Through socialization, a child learns the values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of his particular society. They therefore learn the 'rights and wrongs', 'must or must not' by encouraging, stimulating and praising them on doing right. In the socialization process, a sense of responsibility is built by assigning children specific duties for example helping with household chores (Dong & Hung, 2001). This is important because as noted by Maseko (2009), early socialization experiences run deep and they have a lifelong influence on self-image, beliefs, values and behaviour. What is learnt in the cradle lasts till death. Even children living in the most deteriorated inner-city urban environments will not get involved in maladaptive behaviour if their socialization experiences are positive and supportive (Binh, 2012). If the socialization process is incomplete or negatively focused, it can produce an adolescent with a poor self-image who is alienated from conventional social institutions and who feels little attachment to a law-abiding lifestyle (Dong & Hung, 2001).

It is important to note that the society has well designed gender roles. There are well defined masculinity roles and femininity roles. For example, boys are expected to learn masculinity roles such as providing security while girls are expected to be nurturing and caring. Therefore, both men and women are expected to take active

roles in their socializing process. According to Parson (2000), the family has two basic and irreducible functions. These are; primary socialization and the stabilization of adult personalities of the population of the society. Primary socialization refers to socialization during early years of socialization which takes place in the family. Secondary socialization occurs later when the family is less involved and other societal agencies exert increasing influence. Ideally the family being the primary socializing agent plays a pivotal role in socialization of children and it greatly shapes their behaviour (Macionis & Gerber, 2012). Accordingly, Parson (2000) observes that there are two basic process involved in primary socialization: the internalization of society's culture and structuring of personality.

From birth, parents will mould and shape their children into behaviours suitable to the norms of society through childrearing. The child's personality is molded in terms of the central values of the culture to a point where they become part of him (Parsons, 2000). Therefore the cultural set norms should provide a framework through which the children are reared. The implication is that the incongruence between what happens in family and expectations from the larger society could create tensions thus confusing the children. For instance in an African perspective, the culture espouses masculinity values that are supposed to be inculcated by the male figures in the family that contribute to the personality of the boy-child. If this lacks, tension that could lead to confusion may ensue and be reflected through behaviour maladjustment. In addition to parental support, behaviours toward children such as praising, encouraging, and giving affection are some of the most effective parenting techniques that have great impact on a child's behaviour (Barnes, Hoffman & Welte, 2006). This kind of support makes children feel valued and loved and gives them the sense of

security and builds their self-image. In multiple studies, it has been found that support from parents bonds the adolescent to institutions and builds their self-control (Barnes et al., 2006). This building of self-control will hinder deviant behaviours from forming. Also, parents must use effective discipline, monitoring, and problem solving techniques (Crosswhite & Kerperman, 2009). According to these authors, effective discipline is recognizing deviant behaviours and keeping track of them whenever they occur. They also emphasize that consistent discipline must be ensured at the sighting of undesirable behaviours in order to prevent their development. Papalia, Wendkos-Olds and Duskin-Feldman (2006), also emphasize on the importance of giving children regular discipline. However, overly harsh punishments will not stop the behaviour; it will instead enhance it (Naggaddya, 2011). This is because the child may view the punishment as unfair and unjust and this can cause them to act out.

Monitoring involves the awareness of where children are, who their friends are, and what they do in their free time. In doing this, parents can limit where children go and who they associate with. Many studies have demonstrated that lack of parental monitoring and un-involvement serves as one of the most robust predictors in youth's delinquent behaviour (Barnes et al., 2006). Caldwell, Beutler, Rossand, and Silver (2005) studied 95 delinquent Mexican American male youth and found that the more the youth reported being monitored by their parents, the lower they scored on the delinquent scale. This parallels Holden's (2006) findings that parental inadequacy, absence or destructiveness interrupt and damage a child's normal maturation process.

Along with monitoring and disciplining, a strong parent-child bond is also built (Barnes et al., 2006). Adolescents who are closer to their parents are more likely to

care about their parent's opinions regarding their friends (Lee, 2007). This illustrates how important parents are in a child's life and how their involvement can make a difference in shaping the behaviour of their children especially those of their own gender. This is in line with Goldstein (2001) position that boys learn masculine imperatives from parental figures, especially fathers, which in turn reinforces widely held male gender attitudes and behaviors. In his research Lee (2007) identified the youth's relationship with their parents and the lack of parental monitoring as two family variables that link to behaviour maladjustment. In support of this, Cota-Robles and Gamble (2005) found that mother-adolescent attachment was related to a reduced risk for delinquent behaviour for Mexican boys. A related study by Ousey and Wilcox (2007) also gave similar results: level of mother's attachment was negatively associated with delinquent behaviour. In yet another study with Latino youths' delinquency, family connectedness was found to be negatively related to delinquency (Kerr, Beck, Shattuck, Kattar, & Uriburu, 2003). Therefore, the presence of both male and female parents is crucial in influencing the behaviour of their adolescents. Consequently father-boy-child attachment may lead to reduced risks for adoption of behaviour maladjustment.

Guidance is an element of socialization. Dong and Hung (2001) found that a child who lacks guidance from his family or is brought up in an improper family will be a problem to the society. In families, children are supposed to be educated through special relationships among roles of family members. For instance according to Horn (2000) a father is supposed to teach self-control and role model socially appropriate behaviours. Parents in general have a role to monitor, discipline and support their children (Barnes, 2006). In his study Binh (2012) found out that the position and role

of each individual with the child are identified after his birth at which the process of educating-socializing for the child happens. Each family member at his own position becomes an example for the child to follow and imitate. Through families, children learn models of behaviours and standards for the roles they may have in the future from those of the same gender especially the parents (Bihn, 2012 & Mbevi, 2010). Therefore, it is important for children to have role models of their own gender exhibiting socially appropriate behaviour as this has great influence on the behaviour they adapt.

Social control theory assumes that two parents are better able to provide affection and supervision to their children than single parents (Caldwell et al., 2005 & Kristin et al., 2007). According to Kimani and Kombo (2010), a father should take care of the family by providing the basic needs, guidance and being a role model. More importantly as observed by Bihn (2012) is the behaviour modelled by parents to their children of their gender. Thus, a father plays a key role in influencing the behaviour of a boy-child. According to Manh (2003) children who miss the role of a father figure are likely to be spoilt or face difficulties in life. These difficulties may be manifested through behaviour maladjustment. Manh further notes that mothers on the other hand have a role to guide their children with love and tenderness as well as teach them how to behave towards family members and other people. Fletcher, Walls, Cook and Madison (2008) also noted that mothers' behaviours mainly depend on their relationships with others in the family, especially their husbands.

A stable family structure is the best condition for bringing up children (Knafo & Plomin, 2006). Research findings related to parenting and juvenile delinquency by

Wasserman and Seracini, (2001) and Naggaddya, (2011) show that family characteristics such as poor parental supervision, parental conflict, low parental involvement with the child, parental aggression, including erratic or harsh parental discipline, difficult economic as well as antisocial parents have been found to greatly contribute to behaviour maladjustment in children. Similarly, according to Forman and Davies (2003), parents of young children and of adolescents who experience high levels of stressful family events or specific indicators of family instability such as parental divorce are less likely to express warmth toward their children and exercise effective ways of managing and regulating their children's behaviour. Research on the families with spoiled children in Hanoi city by Manh (2003) showed that 26% of the families with spoiled children were in divorced condition and 55% of families without fathers faced challenges in guiding their children. Thus, strengthening family functions may minimize behaviour maladjustment among children.

Though the greatest responsibility of child rearing is in the hands of the parents and other immediate family members, adults in the community and other institutions have a significant role to play. As observed by Parson (2000), in secondary socialization an individual's behaviour is influenced by other members of the society such as peer group, schools and the society at large. In line with this view, Kabeca (1985) noted that in the traditional African rural societies, the responsibility for the social development of children was shared by the extended family members and the community at large. However, in the modern era, the concept of the family in an African setting has shrunk to become a nuclear family, thus denying many parents the assistance they once received from extended family support networks (Kimani & Kombo, 2010 & Mbevi, 2010). A boy-child in such a family may be disadvantaged

as he lacks a father figure to mentor him and role model what it means to be a 'man' in his society in terms of his social responsibilities. According to Mbevi (2010), a father meets three basic needs in the life of a boy: identity, self worth and security. Additionally, Binh (2012) identified qualities most influenced by fathers. They included: self-confidence (61%), respect for law (59.7%), courage, bravery (56.9%), honour respect (49.3%) and patience (48.8%) among others. Therefore, the boy-child in the contemporary setting may be lacking these essential aspects necessary for development of a stable personality. His main socialization agent is the mother, his peers and the people he interacts with in his social environment. However, in relation to the view on extended family systems according to Kabeca (1985), the isolation and the close-knit nature of contemporary society creates barriers between them and the rest of the society and could also lead to suspicions and fear of outside world (Leach, 2000). This in a way negates beneficial learning from extended family support system.

Much of the reviewed literature seems to emphasize on how socialization at family and larger societal level influences children's behaviour. The current study is therefore timely in that it seeks to establish the societal factors in behaviour maladjustment of the boy-child in selected rehabilitation institutions in Kenya. Findings from this study will equip parents and educators to support boys with behaviour maladjustment and those who may be exhibiting the beginning signs of behaviour maladjustment.

As highlighted in the introductory Chapter and the theoretical framework, the larger society in which the child grows has a significant effect. At family and societal level,

there are models that could influence the behaviour of a child in either way; positively or negatively.

## **2. 5 Role Modelling and Behaviour of the Boy-child**

According to Bandura (1977), modelling is a behaviour therapy technique that is most effective for teaching new behaviour and enhancing already existing behaviour. Siegal and Senna (2000), proponents of social learning theory, indicate that behaviour is learned by watching and imitating other people (observing models). At family and larger society level, there are both adjusted and maladjusted individuals. Hence, people exhibit both appropriate and inappropriate behaviours. The behaviour that an individual decides to imitate depends on his self-image which is a product of his earlier socialization (Sokoi, 2009). If an individual's early socialization experiences were positive and supportive, he will have a positive self-image and he will not get involved in maladaptive behaviour even if he is living in the most deteriorated inner-city urban environment often associated with many criminal activities. Conversely, imitation of inappropriate behaviour will result if an individual has a negative self-image (Kenchappanavar, 2012). Children are therefore exposed to both appropriate and inappropriate behaviours from the people they interact with in their social environment which includes media. The behaviour they pick will however, depend on whether they have a positive or a negative self-image. Televised violence, for instance, as noted by Mwakera (2003), has influence in contributing to aggressive behaviour among children. Findings by Robertsons, McAnally and Hancox (2013) also show that adolescents and young adults who had spent more time watching violent television programmes during childhood and adolescence were significantly more likely to have criminal conviction and more aggressive personality traits

compared with those who viewed less television. In general, they found that violence on television and in movies often convey a model of conflict resolution. Heroes are violent and as such are rewarded for their behaviour. They become role models for youth. Behaviourists emphasize the importance of environmental influences and focus on the learning of habits through repetition and reinforcement (Bandura, 1986). This implies that an individual's behaviour to some extent is dependent on his social environment. Whether the maladjustment of the boy-child who is the focus of this study is influenced by his current social environment is a concern for this study.

Parents are models towards their children. Research on modelling has shown that when parents are held in high esteem and are the main sources for reinforcement, their children are more likely to model them (Buehler, 2006 & Kagendo, 2009). Consequently, if a parent acts in a negative way, the child is more likely to follow their parents' negative attitude and generalize this attitude to the rest of society. Thus, parents have much influence over their children's behaviour. Many research findings allude repeatedly to the importance of the cultural and social contexts in which young people develop. Findings by McCord, Widom and Crowell (2001), pointed to a powerful connection between residing in an adverse environment and participating in criminal acts. Sociological theories of deviance hypothesize: "disorganized neighborhoods have weak social control networks; that weak social control, resulting from isolation among residents and high residential turnover, allows criminal activity to go unmonitored" (Herrenkohl, Hawkins, Chung, Hill, & Battin-Pearson, 2001: 221). This is consistent with Mincey, Maldonado, Lacey and Thompson (2008) argument that children who are in environments such as poverty stricken neighbourhoods where they are exposed to other young children, adolescents, and

adults committing criminal activity are more likely to emulate that behaviour because it is deemed as acceptable. Although researchers debate on the interaction between environmental and personal factors, most agree that living in a neighbourhood where there are high levels of poverty and crime increases the risk of involvement in serious crime for all children growing up there (McCord et al., 2001).

All cultures make a distinction between females and males and have beliefs and expectations about how they ought to behave (Holden, 2010). For this reason, a child's gender is a key factor in shaping personality and other aspects of development. Consequently, modelling and the roles assigned to children are mainly gender based. According to Dong (2001), children learn much of what is considered masculine/feminine by observing. They imitate their parents,' siblings' and grandparents' models and receive values, principles, and right behavioural standards. Social learning theorists view identification as a broad continuous learning process in which children are influenced by rewards and punishments to imitate adults of the same sex particularly parents (Bronnfenbrenner, 2000). A father for instance provides a basic model of masculinity for the son and that this model becomes a basis for developing his own male identity. Identification as opposed to imitation, does not simply lead to imitating a certain behaviour pattern but they also try to become broadly like a model.

Parents, other adults and even other children re-inform children about how they are expected to behave. They reward children for behaviour they consider sex-appropriate and punish or fail to reinforce behaviour they consider inappropriate (Achebe, 1958). Manh (2003) observed that children are very observant and so they notice their

parents' acts and often play out the roles they have seen their parents perform. Therefore, parents and adults need to be cautious of how they behave in the presence of children. Neuert (2007) reported that there were many incidences of abuse of women by their husbands in presence of children. Going by social learning theorists, Manh's (2003) findings may imply that male children in such families are likely to adopt antisocial behaviour of violence witnessed from their male parents and develop an attitude of disregard for females. Peers also form a child's social environment thus in determining the factors contributing to the boy-child's maladjusted behaviour, this study also endeavoured to find out their influence on behaviour.

## **2.6 Peer Socialization and Behaviour of Boy-child**

Studies show that delinquent youth are more likely to be affiliated with delinquent friends compared to non-delinquent youth (Le Monfared & Stockdale, 2005). Peer pressure refers to the youth's subjective evaluation of peer influence, and this variable has been found to be positively correlated with delinquency (Naggaddya, 2011). Sullivan (2006), for example, found that peer pressure was the strongest predictor of delinquency compared to family factors and childhood emotional and behavioural problems. A similar finding is also in studies that sampled Asian youth (Kim & Goto, 2000). These scholars found that parental social support had no influence on Asian American delinquent behaviour when peer delinquency was included in the model. Zarbatany and Ellis (2007) in their research found that although being a member of a popular group may bring benefits such as positive social behaviour and esteem, potential costs include higher rates of risky behaviour and social aggression. Preservation of popular status may propel group members beyond the boundaries of acceptable behaviour, and high motivation to belong to popular groups may cause

group members to resist adult intervention attempts (Zarbatany & Ellis, 2007). Understanding the role peer pressure plays in influencing children's behaviour can be helpful in the planning and implementation of prevention and intervention mechanisms.

Peer group relation is an element often associated with deviant socialization that stresses substance abuse, theft and violence. The boy-child who becomes involved with peers who engage in anti-social behaviour may learn the techniques and attitudes that support delinquency and soon may be cut off from more conventional associates and institutions (Agnew, 2005). Nevertheless, according to Reiss (1951), a social theorist, many forms of maladaptive behaviours are attractive to teenagers, but still most youths obey conventional rules and grow up to be law-abiding adults. This is as a result of the strength and direction of youth's ties with conventional groups, individuals and institutions. In a similar vein, Piliavin and Scott (2001) assert that adolescents who have close relationships with their parents, friends and teachers who maintain a positive self-image will be able to resist the lure of deviant behaviours. Additionally, family behaviours, particularly parental monitoring and disciplining seem to influence association with deviant peers throughout the adolescent period (Martherne & Thomas, 2001). To protect their good standing in the community, they refuse to risk detestation and punishment for maladaptive behaviour. However, a boy-child without these social supports feels free to violate the law. If caught, he has nothing to lose (Agnew, 2005). Reiss (1951) further noted that maladjustment is a product of a weak self-concept and poor self-esteem. Thus, he refers to such people as weak 'ego ideals' lacking 'personal control' to produce conforming behaviour. This

implies that a strong image insulates youths from the pressures and pulls of criminogenic influences in the environment.

Peer influence can also be constructive. Constructive peer pressure refers to influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviour in order to conform to group norms (Allen, Marsh, McElhaney, McFarland & Porter, 2005). According to Treynor (2009) peer pressure can also have positive effects. For example, if one is involved with a group of people that are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Therefore, the youth would be pressured into improving themselves in the long run. This, according to Allen et al. (2005) would be the case where an individual finds himself in a good peer group. Peers can therefore, play a vital role in the shaping of personality. Thus, they may persuade each other to bring about a constructive change in personality. Naggaddy (2011) points out that a strong support from family, an ability to differentiate between the positive and the negative and a skill to choose friends from the peers is a strategy to keep away from negative peer pressure. The implication is that if a society guided its young ones appropriately, they would enhance constructive peer influence.

According to the reviewed literature, researchers have attempted to understand the role of peers in behaviour maladjustment in children. Most of the researches have sought to explain how and why individuals fall prey of negative peers influence. The current study thus seeks to find out the role peers have in maladjusted behaviour of the boy-child in rehabilitation institutions in Kenya.

## **2.7 Intervention Mechanisms**

There are various approaches to modifying dysfunctional behaviour. According to Garfield (2001), they include techniques which rely upon verbal interventions- talking cure used mainly to effect changes in attitude, perceptions, thoughts and feelings. Talking cure therapy rests upon a basic set of assumptions that a person's overall behavioural organization is governed by his cognitive functions amplified and attenuated by the emotional patterns that have been associated with them. Since it is assumed that a person's actions are guided by such subjective behaviours, it is anticipated that if a person can be brought to think and hence feel differently he will necessarily come to act differently as well (Haggerty, McGlynn-Wright & Klima, 2013).

According to Haggerty et al. (2013), placement of delinquents into rehabilitation institutions is another approach which has been used historically and still predominates in most countries. The goal of rehabilitation programme being to change their current behaviour and markedly reduce antisocial behaviour in a community. However, childcare experts hold that institutionalization of delinquent children is not the ideal solution African Network Prevention and Protection of Children against Abuse and Neglect (ANPPCAN, 2007). The rehabilitees are reported to experience intense rejection from their families and as a result respond to this rejection with anxiety and hostility (Bellsmith, 2004).

Modelling appropriate behaviour by parents and adults around a child according to Barnes et al. (2006) and Amato (2008) can modify a child's behaviour. The two scholars are of the view that if parents create a nurturing environment in which the

child wants to imitate the parents' behaviour, they behave in an altruistic way so that there is identification with the parents. Parents, however, must go beyond this simple model and take a more active role, teaching children new skills and limiting behaviour. Parents' acceptance, attention, involvement and sensitivity to children's needs are some of the major forces in helping children to become responsible, competent, happy individuals.

According to Maseko (2009), children who are born and grow up in a good social environment will have conditions to improve qualities and personalities. On the contrary, if they live in a complex social environment, abounded with social evils, they will certainly be affected in their personality development. Thus creating a healthy social environment may result to well adjusted individuals in society. To deal with behaviour maladjustment among children, Binh (2012) proposed the solution to purify social environment and make it healthy, including family and community environment where children are living. Agnew (2005) holds that cultural lifestyle in a family must be shaped first: parents must create harmony in their families. According to Agnew, children like living in a peaceful, cheerful family full of happiness in which parents always harmonize with each other. If parents are in disharmony, arguing with each other, their children will be unhappy because they themselves do not know who they should be for (Manh, 2003). The cultural lifestyle can also be shaped by organizing family's general activities complying with principles and behavioural standards of family members (Ujo, 2012).

At community level, Binh (2012) found that a healthy social environment can be realized by building a new cultural lifestyle in residential areas. Ensuring optimal

compliance with regulations of state law, community regulations about culture of behaviours in public; mutual affection, union, helping each other, combining political and social organizations in looking after children, satisfying legitimate children's needs of development, creating a healthy community environment. Correctly determining the position and the role of each family member to promote activeness in socializing children appropriately is another intervention mechanism that could be employed to address behaviour maladjustment in children (Manh, 2003). According to Manh, it would promote the existing comprehensive strength in family for children to perfect their personalities. He emphasizes the need to encourage fathers in their role of conserving the family authority to children, as well as mothers in their role of sentimental centre and family connection.

Another intervention mechanism is the socialization of children by both the family and the community to create close and regular relationships between the families and the communities. These are not only needs but also self-conscious essential conditions because sense of community in most African societies, especially rural societies, is high (Holden, 2010). This is for instance evidenced by the saying that, better a neighbour that is near than a brother who is far-off. The saying means that neighbours have a greater role and a closer relationship than people with blood relationship but live far from the family. Members of a community should care about one another, share difficulties in life and help one another whenever in trouble (Manh, 2003). In the rural Vietnamese society as noted by Binh (2012), just as was the case with most traditional Kenyan societies (Kabeca, 1985), families in a community were very close to each other. Their children lived and played together. The families cared about their children as well as those of other members of their community. Members of

communities can set particular standards and accepted general standards which they require from all children to socialize them (Haggerty et al., 2013). This would help families avoid being infringed by subjective sentiment, wrong evaluation of children's qualities among other things in guiding, protecting and taking care for them. Consequently, there would be fewer boys with behaviour maladjustment. Although wider literature on the interventions in behaviour seems to focus on the preventive measures based on social environment, little is known about the preventive measures in Kenya. More focus appears to be on rehabilitation and correctional approaches.

### **2.7.1 Rehabilitation Institutions for Juvenile Delinquency in Kenya**

Rehabilitation institutions are facilities set up by the Government, Non-governmental Organizations (NGOs) and individuals for the purpose of rehabilitating and reintegrating delinquent children into the society as fully functioning individuals. These institutions therefore have various programmes in place geared towards ensuring that the delinquents are adequately provided for and rehabilitated so as to fit well into the society (Kikuvi 2011; Odera, 2013 & Mvungu, 2004). McGuire (2001) defines rehabilitation programmes for juvenile delinquents as a plan of learning opportunities which shares much in common with the notion of curriculum in educational setting. World over, there continues to be many new and inventive ways to help arrest or reverse the rising problems through juvenile justice system. Common programmes offered in these institutions include guidance and counseling, education, vocational training, life skill, spiritual welfare and agriculture (Odera, 2011). Rehabilitation of boys with behaviour maladjustment is essential for juvenile delinquents re-entry into the mainstream society because being rehabilitated sets the

foundation to lead a healthy lifestyle in the community once out of the juvenile justice system (Bradshaw & Roseborough, 2005). Additionally, some of the rehabilitative methods address personal needs of juvenile delinquents and gives them realistic options to make within the society without having to recidivate (Lober, 2003).

Rehabilitation institutions in Kenya dates back to 1909 when the first reformatory institution was established for children found loitering in the streets as well as those in conflict with the law. The emergence of the Second World War in 1940s and the later state of emergency in Kenya in 1950s created many problems that led many children into trouble with the law creating the need to establish more approved schools and juvenile remand homes for children awaiting court rulings on the nature of their treatment (Kinyua, 2004). These institutions were later renamed Rehabilitation schools under the 2001 Children's Act. They are established under Section 47 of the Children's Act 2001 to provide rehabilitation to children in conflict with the law with an aim of reintegrating them back to the society as functional members. According to the Department of Children's Services records, January 2009, there were a total of eight public primary rehabilitation schools and one national reception, assessment and classification center for boys called Getathuru. Getathuru is the transitional centre for boys to all the rehabilitation schools within the republic of Kenya. It directly receives children (boys) aged 10-17 years old committed by various law courts. Cases committed to the centre are of two categories; children offenders and children in need of care and protection (Getathuru Annual Report, 2012/2013). The eight schools include Kabete, Likoni, Kakamega, Wamumu, Dagoreti, Kirigiti, Kericho, and Othaya. Out of the eight schools, two are for girls, namely, Kirigiti and Dagoreti.

Girls committed to the institution are classified into two categories; Welfare (Protection and Care) and Child Offenders (Protection and Discipline). However, the mandate of the school remains to rehabilitate young girls in conflict with the law (Dagorreti Rehabilitation School, Annual Report, 2012/2013). Boys on the other hand upon assessment are appropriately placed in schools which are classified into three categories on basis of their behaviour risk levels; high, medium and low. Wamumu was under the high risk category while Kericho and Othaya were under the low risk category. Kabete, Likoni and Kakamega were classified under medium risk category.

Rehabilitation institutions have been found to be effective in rehabilitating children with behaviour maladjustment. Odera (2013) found rehabilitative programmes to be effective because for instance, some of the courses offered were livelihood programmes where upon their completion the rehabilitees were issued with grade test certificates. This enabled some of them to get employment while others became self-employed. The behavior change programmes also assisted the rehabilitees in continuing with their education and developed positive attitude towards it. However, earlier studies by Mugo, Musembi and Kangethe (2006) and Njuguna (2003) had found Kenyan rehabilitation schools to be ineffective because most service providers lacked the necessary knowledge, skills and attitudes to effectively deal with the challenges that rehabilitating these children required. In her study, Kathungu (2010) findings points to ineffectiveness of rehabilitation institutions in Kenya. According to Kathungu, some of the service providers were not qualified while others were inappropriately designated for the services they rendered in the institutions.

A study by Wandoyi (2007) on the phenomenon of youth crime in Nairobi especially in relation to youth gangs (*Mungiki* movement) found interventions focusing on

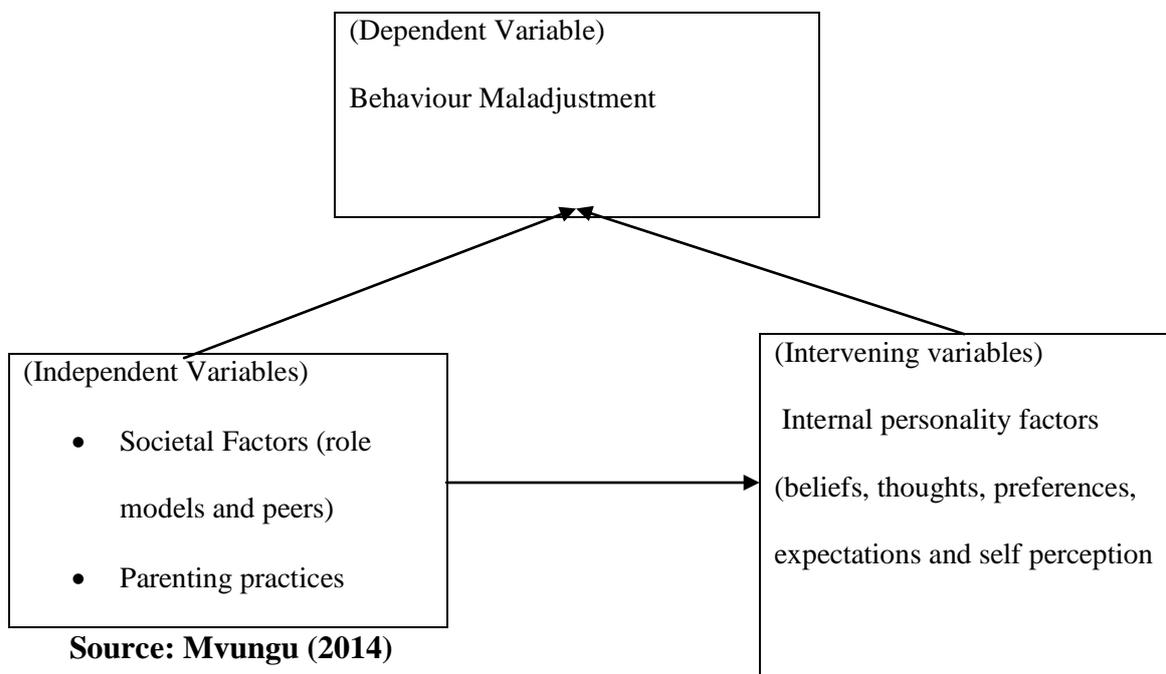
family functioning, behavioral treatment programs, interpersonal skills and community integration to be the most effective organized responses to youth. The review of literature shows that there are more rehabilitation institutions for boys than girls in Kenya which suggests that the boy-child is in a crisis. Thus, the current study sought need to establish the societal factors contributing to his behaviour maladjustment of the boy-child in Kenya.

## **2.8 Summary of the Literature Review**

Literature on the boy-child in the African context reveals that he was appropriately equipped for proper adjustment as a responsible and productive society member. This was through the provision of indigenous education, moral and material support. His socialization involved learning techniques needed to survive, function and thrive in society through interaction with significant experiences that had lifelong influence on self-image, beliefs, values and behaviour. Literature also indicates that children acquire desired behaviour through role modelling based on gender and from the social environment through observing and imitation. Parenting has been found to play a major role in shaping behaviour as well as the peers who a child socializes with. For instance, involvement with peers who engage in anti-social behaviour may lead to learning techniques and attitudes that support delinquency. None of the past studies seem to have sought information from boys in rehabilitation institutions on the role of the society in behaviour maladjustment of the boy-child. This study therefore sought to fill this gap by exploring the role of parenting, peers and role models in contributing to the behaviour maladjustment of the boy-child.

According to social learning theory and the psychosocial stages, the impact of society and other people is significant on the development of a child’s personality. The theoretical framework thus illuminate on different areas that shape the behaviour of the boy-child. This information thus shed light on important aspects that formed a foundation for the conceptual framework that guided this study. Counselling, provision of a nurturing environment and appropriate role modelling are some of the intervention mechanisms for children with behaviour dysfunctions. Below is a conceptual framework captured diagrammatically to illustrate the factors that may be contributing to the behaviour maladjustment of the boy-child in Nairobi and Kiambu Counties.

## 2.9 Conceptual Framework



The conceptual framework shows that behaviour is mainly determined by the society and the parenting practices. The term ‘society’ was operationalized to refer to the adults that the boy-child related with. They include: immediate family members,

relatives, neighbours, peers and people in the social media. These are the people that formed the pool from which he got his role models. The interaction could have been physical or through the social media such as television and radio. Parenting practices on the other hand was operationalized to refer to the manner in which the boy-child was brought up in terms of provision of basic needs, socialization, role modeling and disciplining/guidance. However, internal personality factors such as: beliefs, thoughts, preferences, expectations and self-perceptions also have a role in determining an individual's behaviour.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The purpose of this study was to establish the societal factors and behaviour maladjustment of the boy-child in selected rehabilitation institutions in Nairobi and Kiambu Counties. This Chapter aims at setting out the methodology that was used in this task. It presents a description of research design, variables under study, area of study, target population, sampling techniques and sample size, research instruments, validity and reliability, pilot testing, data collection procedure, data analysis and ethical considerations.

#### **3.2 Research Design**

*Ex post facto* design employing both qualitative and quantitative methods of data collection was used in the study. Cohen, Manion and Keith (2003) have defined an *ex post facto* design as that in which the independent variable or variables have already occurred and in which the researcher starts with them in retrospect for their possible relationship to, and effects on the dependent variable/variables. Cohen, Manion and Morrison (2003) and Kumar (2005) assert that the design is applicable to studies which investigate possible cause and effect by observing an existing condition or state of affairs and searching back in time for plausible causal factors that seem to be associated with certain occurrences or conditions or aspects of behaviour.

The design fitted well with the research area whose purpose was to describe the societal factors that have contributed to the behaviour maladjustment of the boy-child

in rehabilitation institutions. The study focused on the boys who already had behavioural problems. In doing so, the study examined retrospectively the possible factors that had caused the boy-child to be maladjusted. The design was suitable for psychological contexts where the independent variable or variables lay outside the researcher's control. The study employed both qualitative and quantitative designs.

### **3.3 Variables under Study**

The variables under study were societal factors and behavioural maladjustment of the boy-child. Behaviour maladjustment was the dependent variable while societal factors were the independent variables. Interpersonal factors such as beliefs, thoughts, preferences, expectations and self perception were treated as intervening variables.

### **3.4 Area of Study**

The study was conducted in three rehabilitation institutions located in Nairobi and Kiambu Counties where boys with behaviour maladjustment were undergoing rehabilitation. The choice of rehabilitation institutions in Nairobi and Kiambu Counties was guided by a special report by UNODC (2012) that Nairobi and its environs is among the regions in Kenya with high crime rates perpetrated by young men. Most of the boys were also from Nairobi and Kiambu counties (61.1%, see Table 4.2).

### **3.5 Target Population**

The population targeted by the study was boys aged 15-19 years with maladjusted behaviour residing in rehabilitation institutions, rehabilitation staff and the boys'

parents/guardians in Kenya. At the time of the study, there were 121 boys, 27 staff (teachers and social workers) and 73 boys' parents/guardian totaling to 221. The boys were the key respondents on the understanding that they held rich information that could lead to establishing what may have led them to adopt maladjusted behaviour. As Rogers argued, people behave as they do because of the way they perceive their situations: "As no one else can know how we perceive, we are the best experts on ourselves" (Rogers, 1951: 487).

The rehabilitation staff and the boys' parents/guardians were also included as respondents for the purpose of enriching the information given by the boys. The rehabilitation staff included the managers, teachers and social workers. The staff interacted with the boys regularly hence had some understanding of what may have contributed to behaviour maladjustment of the boy-child. On the other hand, parents/guardians were included on the basis of their role as primary caregivers to the boys. The information from the rehabilitation staff and the boys' parents/guardians helped in complementing the boys' self report.

### **3.6 Sampling Techniques and Sample Size**

The institutions were purposefully selected on basis of having populations that corresponded with the research concerns; boys with behaviour maladjustment. Bryman (2004) attests to the appropriateness of purposeful sampling where the researcher samples on the basis of wanting to interview people who are relevant to the research questions. The institutions were also preferred because one of them is a national reception and transitional centre for boys to all the government rehabilitation schools within the republic of Kenya. It also directly receives boys aged 10-17 years

old committed by various law courts. This to some extent implies different cultural representation of boys with behaviour maladjustment in Kenya. Also, the fact that the center receives boys aged 10-17 years, an age bracket that includes the age limit of 15-19 years that this study focused on. The second institution was preferred because it was the first to be established in Kenya and has high capacity of rehabilitees while the third one is a private rehabilitation that admits boys aged 15-20 years. Generally, the sites were convenient for the researcher to access the target boys with behaviour maladjustment who were the key respondents in the study. The identity of the institutions in which data was collected was not disclosed for ethical reasons.

In this study, three categories of respondents were involved: the boy-child, parents/guardians with children in the rehabilitation institutions and staff of the selected institutions. Convenience sampling was used to get the boys to participate in the study. This was necessitated by the fact that the researcher noted resistance from some boys and because participation was voluntary, only those who were willing and accessible were included in the study.

Three institutional managers of the three rehabilitation institutions facilitated the researcher to meet and or get contacts of the boys' parents/guardians who were willing to participate in the research as respondents. The rehabilitation staff who participated in the study as respondents were those found in the institution by the researcher and who were willing. In this case therefore, convenience sampling was used to get all the respondents to the study questionnaires and interview schedules. This was in agreement with Kumar (2005) that in a situation that impedes random

sampling; convenience sampling is an acceptable alternative. Convenience sampling is whereby respondents are selected for inclusion on basis of easy accessibility.

A total of 123 respondents participated; 92 boys (31 from two of the institutions and 30 from the third institution), 12 rehabilitation staff (a manager and any other three staff from each of the three institutions) and nine parents/guardians (three with children in each of the institutions). According to Kathuri and Pals (1993), for a population of 121 boys, a sample size of 92 was appropriate. However, only 90 boys were included at analysis because two were dropped due to inappropriate responses.

### **3.7 Research Instruments**

Data was collected using instruments developed by the researcher. A questionnaire containing closed and open-ended questions and two sets of structured interview schedules were the main research instruments. This is because most data was descriptive. Mugenda (2008) contend that descriptive data is typically collected through questionnaires, interviews or observations. The questionnaire was for the boys while the structured interviews were used with rehabilitation institutions' staff and the boys' parents/guardians. A questionnaire was preferred as it is credited for giving respondents a greater feeling of anonymity and therefore encouraging open responses to sensitive items. In addition, it has the advantage of enabling quick data collection. Hence, it is less expensive in terms of finances and it also saves time.

Structured interview was also used because it promotes standardization of both the asking of questions and the recording of answers (Bryman, 2004). Kumar (2005) has affirmed that interviews obtain detailed information as they allow more detailed questions to be asked. This, therefore, enriched the data from the questionnaire.

Interviews also have the advantage of high response rate and the opportunity to clarify any ambiguity and a follow up of incomplete answers (Kumar, 2005). The tools were formulated in reference to the objectives and the theories that guided this study. As a result, the data collected from the respondents was triangulated to answer the research questions.

### **3.8 Validity and Reliability**

Reliability of measurements concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Kumar, 2005). In order to determine the reliability of the questionnaire, a test-retest was administered on a sample that was similar to the actual sample (boys with maladjusted behaviour undergoing rehabilitation). The second test was administered a week after the first test. The relationship between the scores of the participants for the two different administrations was estimated using Pearson product moment correlation coefficient to determine how similar the scores of the instrument were across time as shown in Table 3.1:

**Table 3.1: Reliability Coefficient of the Instrument**

| Administration         |   | Scores of First Trial  | Scores of Second Trial |
|------------------------|---|------------------------|------------------------|
| Scores of First Trial  | Pearson correlation<br>Sig. ( 2- tailed)<br>N | 1<br>216               | 0.774*<br>0.034<br>216 |
| Scores of Second Trial | Pearson correlation<br>Sig. (2 -tailed)<br>N  | 0.774*<br>0.034<br>216 | 1<br>216               |

The correlation coefficient (r) of 0.774 was established which rounds to 0.8 threshold recommended by Mugenda and Mugenda (2003).

Validity is concerned with establishing whether the questionnaire or interview content is measuring what it is supposed to measure (Kothari, 2008). The questionnaire items were constructed in consideration of the requirement of each objective of the study. The researcher also consulted with the supervisors and peers to check whether the items measured what they were supposed to measure. Then the recommendations given which included reducing, re-ordering and rephrasing of the items were incorporated in the final instruments. On administering the instruments, the data collected responded to the research questions. Past studies and theories guided the researcher to formulate some of the items thus ensuring construct validity.

Validity of the findings is an important aspect in making research credible. For this reason it was important that the researcher ensured that the findings in this research

were valid. According to Cohen et al. (2003, P:105), “in qualitative data validity might be addressed through honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher”. In this study, various measures were carried out to achieve validity. These included the sample selected. Considering various approaches for defining the sample that would allow a researcher to gain knowledge, which is representative of the population, is important for generalization. Knowledge which is representative in a research could be gained through: large samples that are representative or for small samples, in authenticity is achieved through in-depth understanding of the experiences and perceptions of participants (Cohen et al., 2003).

Since the study focused on three rehabilitation institutions, a sample size of 121 was used and the information was generalized through authenticating it by various means. Authenticity for this purpose refers to the truthfulness of origin and attributions of the accounts provided, based on the meaning that the participants gave the data and inferences drawn from the data that are important (Cohen et al., 2003). Gaining in-depth understanding of the social phenomenon under investigation (Sullivan, 2001) is thought to be not only important in revealing the complexities involved in social institutions such as family systems, but also how institutions pattern lives of individuals (Pawson & Tilley, 2004).

Validity of the findings was also achieved through drawing samples from different sub-populations involved in the development of boys. These were the staff at rehabilitation centres and parents/guardians in addition to the boys themselves. The

information gathered from each sub-population was triangulated to provide thick description of the results.

Pilot testing was also conducted on a sample that was similar to the actual sample used in the study. Four respondents participated; 3% of the sample size (121) as recommended by Orodho (2010). Procedures used in pre-testing the questionnaire and the interview schedules were identical to those that were used during the actual data collection. The main purpose of the pilot testing was to check on clarity of items in the research instruments, time taken to respond to items and level of understanding of English language by participants and validity and reliability issue. After piloting, the data was analysed to check whether the methods of analysis were appropriate. The weaknesses were identified and addressed which resulted to a refined copy of the questionnaire that was used to collect the required data for this study as shown in Table 3.1.

### **3.9 Data Collection Procedure**

In the period between December 2011 and March 2012, the researcher presented herself in person in the selected institutions to administer the instruments. She first went to report her arrival to the institution manager's office. The management asked one of the staff to assist in identifying and organizing the boys for questionnaire administration. The boys were gathered together and the staff asked those who were below fifteen years to go back to their respective duties. The researcher introduced herself to the boys and explained the purpose of the study. She also emphasized on the importance of giving honest responses to the questions.

To create a relaxed environment, the boys were informed that the questionnaire was not an examination and that they could ask for clarification of any question found unclear. At this point, the researcher also pointed out that participation was on voluntary basis thus anyone who was not willing to participate could be exempted.

The researcher requested the staff not to force any boy to participate in the exercise. A room was assigned to the researcher where she administered the questionnaire to the boys. The researcher systematically guided the boys in filling the questionnaire by reading out loudly the questionnaire to ensure that all the items were responded to. Where necessary, clarification of the items was also done. The rehabilitation staff assisted in organizing the boys in groups of ten and letting each group in at a time. This activity was carried out in one day in each of the institution.

On different days as agreed upon by the researcher and the managers of the three institutions, the researcher went to the institutions to administer the interview to the staff. In each institution, twelve staff who included the institutional manager and three other staff were interviewed on one-on-one basis. Before commencing the interview, the researcher introduced herself to the staff after which she explained the purpose of the research.

Interviews with six parents/guardians were conducted through face to face while for three parents/guardians was conducted through a telephone conversation. They were encouraged to express themselves in English, Kiswahili or mix the two languages depending on which language they felt most comfortable with. Telephone conversation interview was administered on parents who indicated that they could not

be available for a face to face interview. The respondents were called by the researcher on the agreed date and time to conduct the interview. The researcher introduced herself to the parents/guardians and did all that appertain to observance of the research ethics before the commencement of the interview administration. This included seeking their consent to participate in the study after informing them about the purpose of the study and assuring them of confidentiality. The responses were carefully noted down so as to get as much as possible without interrupting the conversation. The researcher had to read through the notes immediately after the interview to ensure completeness of the information and safeguard against loss of valuable data. Finally, the researcher thanked all the respondents for their cooperation.

### **3.10 Data Analysis**

Following Trochim and William (2004) guidelines, quantitative data was categorized and coded in the Statistical Package for Social Sciences (SPSS) to generate frequencies and percentages. The frequencies and percentages were presented in descriptive form such as tables, bar graphs and pie charts. Similarly, data on personal information was analysed using SPSS. However, descriptive statistics do not give the researchers adequate information to draw conclusions. Therefore to allow the researcher to draw conclusions, three hypotheses based on research objectives were formulated and tested using a logistic regression. These were:

Hypothesis 1:  $H_0$  Parenting has no role in the behaviour maladjustment of the boy-child.

Hypothesis 2:  $H_0$  Society has no role in the behaviour maladjustment of the boy-child.

Hypothesis 3;  $H_0$  Peers have no role in the behaviour maladjustment of the boy-child.

To run a logistic regression dichotomous, dependent variables were created based on the three hypotheses.

Qualitative data was analysed using thematic descriptions. Qualitative analysis allows a researcher to find out why certain trends in data have occurred and to complement quantitative data. Qualitative analysis entails the use of research techniques that help answer the question “why” and provide greater understanding of the reasons behind quantitative trends and results. The process entailed formulation of a definition criterion derived from the research questions. The researcher worked through the transcribed interviews and developed tentative categories. Elaborate coding and continuous comparisons were used to develop the analysis, allowing the categories to emerge from close reading and analysis. The categories which were guided by the study objectives were then revised as data analysis continued and eventually reduced to main categories. Empirical generalizations were developed from the data by categorizing the data thematically. The categories were: role of parenting on behaviour maladjustment of the boy-child, role of the society in behaviour maladjustment of the boy-child and the role of peers on the behaviour maladjustment of the boy-child. Meanings, themes, patterns, connections and contrasts were identified and compared until saturation was reached, where no new themes were emerging. Data was interpreted to find descriptive patterns and attached meanings to the information given by the respondents.

### **3.11 Data Management and Ethical Considerations**

Mugenda, and Mugenda (2003), ethical considerations are the guidelines that a researcher should observe in the research process. This study targeted boys aged 15-19 years majority of whom were in the age category of minors. The researcher therefore, was ethically bound to observe and adhere to the stipulated guidelines. To begin with, the researcher obtained the necessary authorization and clearance before commencement of the field data collection. A research permit was obtained from the National Commission of Science Technology and Innovation (NCSTI), and other relevant authorities to visit respective institutions. Although parental or guardian consent is required when undertaking research with minors, this was not possible because the target of this study was in rehabilitation institutions. The representatives of: Nairobi Provincial Commission, Nairobi Provincial Director of Education, Nairobi and Kiambu District Commissions and Education officers, the Ministry of Gender, Children and Social Development as well as the authorities of the selected institutions were considered as the rightful guardians. The researcher, however, obtained informed consent from the boys (see appendix A 2) before commencement of data collection process because they had the ability to understand information regarding the issues raised in the study (Dickens and Cook, 2005). The respondents were informed in details about the study purpose and they were also made aware that participation was voluntary.

They were also informed that their individual rights were protected as well as assured that information given would be treated with absolute confidence and that it was purely for academic purposes. Consequently, the researcher also kept anonymous the identity of the institutions where data was collected by not naming them in the text

and asking the respondents not to indicate the name of the institution on the questionnaire. Respondents were not promised or given any monetary compensation by the researcher. However, she thanked them for their cooperation in having given the required data.

## **CHAPTER 4**

### **PRESENTATION, ANALYSIS AND DISCUSSIONS OF THE FINDINGS**

#### **4.1 Introduction**

The previous Chapter dealt with the methodology that was used to conduct this study. The focus of this Chapter is to present and analyse the data collected from the participants in response to the research questions. As is indicated in Chapter One, The purpose of this study was to establish the societal factors and behaviour maladjustment of the boy-child in selected rehabilitation institutions in Nairobi and Kiambu Counties in Kenya. The Chapter begins with a brief overview of demographic factors before presenting, analyzing and discussing the specific findings as guided by the research questions. The presentation, analysis and the discussion of the data is organized as per the following research questions:

- a) What are the factors that contribute to behaviour maladjustment among boys in rehabilitation institutions?
- b) What is the role of parenting in behaviour maladjustment of the boy-child?
- c) What is the role of the society in behaviour maladjustment of the boy-child?
- d) What is the role of peers in behaviour maladjustment of the boy-child?
- e) What should be done to encourage pro-social behaviour among boys with behaviour maladjustment?

#### **4.2 Demographic Information of the Boys**

The data was collected from three categories of participants:

- a) Boys with maladjusted behaviour who were residing in rehabilitation institutions
- b) Parents/guardians
- c) Rehabilitation staff

The boys were the key participants and to enrich the data collected from them, interviews with their parents/guardians and the staffs of the rehabilitation institutions were conducted. The questions on demographic aspects mainly focused on gathering data about their age, where they lived before being institutionalized, whether they had been to school before joining the rehabilitation, their highest level of education and the period they had been in the institution. These questions were found to be important because data arising from the responses provided some background information that explained their behaviour maladjustment. In the following section, Tables showing the demographic details of the boys are given:

**Table 4.1: Age of the Boys**

| Age group | Frequency | Percent |
|-----------|-----------|---------|
| 15-16     | 66        | 73.3    |
| 17-18     | 18        | 20.0    |
| 19-20     | 6         | 6.7     |
| Total     | 90        | 100.0   |

Table 4.1 indicates that majority of the boys were aged between 15-16 years (73.3%). Those between 17-18 years were 20% and 6.7% were aged between 19-20 years. This resonates with findings by Sanders (2005) that the 16- to 20-year age group is more susceptible to anti-social behaviour. According to Sanders (2005) causes of such behaviours are found in a complex web of psychological, social, and economic factors.

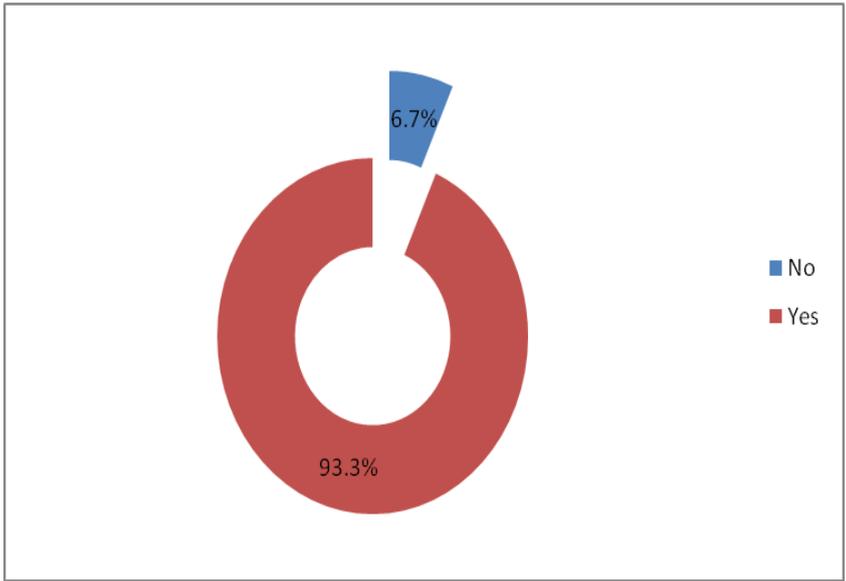
The age bracket is also within the range of the definition of a child according to some parts of the world such as the United States where anyone below 21 years is considered a child (Sanders, 2005). In Kenya, the law defines any one below 18 years of age as a child. The boy-child who is the focus of this study needed parental care in terms of provision of basic needs, love and guidance for his proper adjustment in the society like any other child.

Information on where the boys lived before joining the rehabilitation institutions was also sought. This was with an aim of establishing how many lived in Nairobi and Kiambu counties which were the focus of the study:

***Table 4.2: Where the Boys Lived Before Institutionalization***

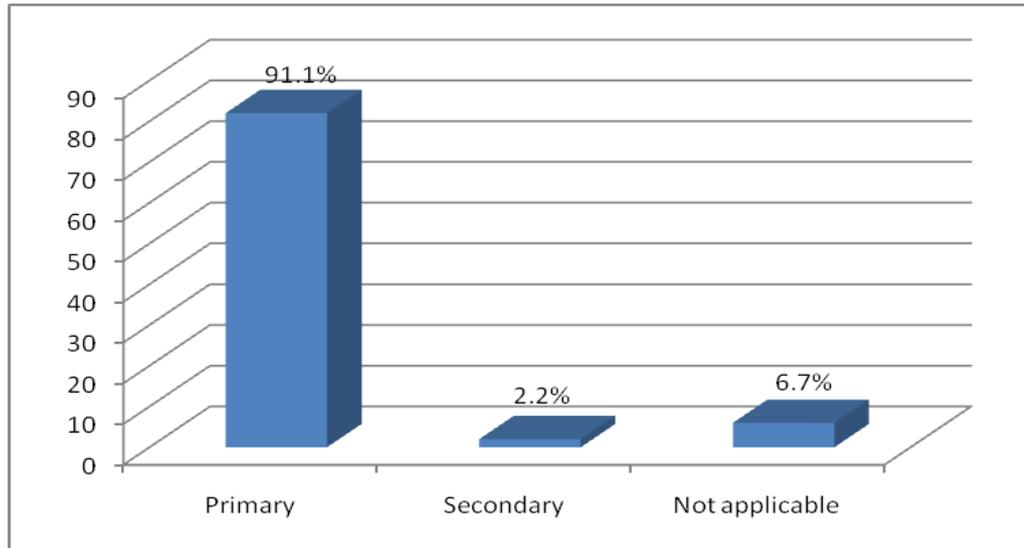
| Where the boys lived before institutionalization | Frequency | Percent |
|--|-----------|---------|
| Nairobi  | 34        | 37.8    |
| Kiambu   | 21        | 23.3    |
| Others   | 35        | 38.9    |
| Total  | 90        | 100     |

It can be seen from Table 4.2 that a total of 61.1% (37.8% and 23.3%) of the rehabilitees were from Nairobi and Kiambu Counties while the rest (38.9%) were from other parts of the country. The researcher also sought to find out if the rehabilitees had ever been to school before joining the rehabilitation. The results are as shown in Figure 4.1.



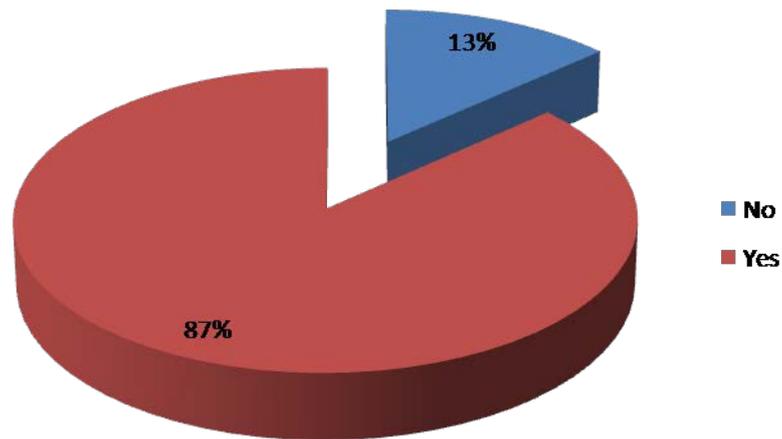
**Figure 4.1: School Attendance**

Figure 4.1 show that almost all the respondents (93%) had attended school. This could be attributed to the government policy on free primary education in an effort to attain the millennium development goal on education for all by 2015.



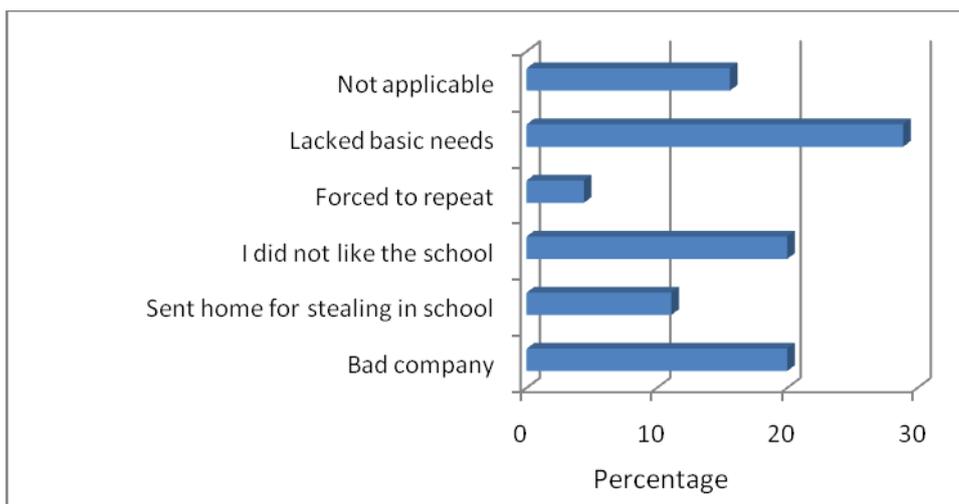
**Figure 4.2: Highest Level of Education**

Out of those who had been to school as shown in Figure 4.1, majority (91.1%) had primary school as their highest level of education as shown in Figure 4.2. Bearing in mind that all the respondents were between 15-20 years, these findings indicate the extent to which they had lost their ground academically due to their maladjusted behaviour. According to the current Kenyan 8-4-4 system of education, all the boys in the 15-20 years range are expected to be at high school level, college and university. However, it is expected that delinquent behaviour will in most cases either delay or terminate school completion. The highest level of education attained by the respondents could indicate where they were in their academic ladder. Maladjusted behaviour, for instance, could hinder consistent school attendance thus lagging education progress while aggressive behaviour could lead to expulsion (Rodriguez, 2007). Noteworthy too is the 2-3 years period that a significant number (38.9%) of the boys had been in the rehabilitation institution as presented later in Table 4.3.



**Figure: 4.3 Dropping out of School**

The information in Figure 4.3 illustrates that the majority (87.0%) of the boys had already dropped out of school by the time they were being institutionalized while 13.0% were still pursuing their education. The reasons for dropping out of school are shown in Figure 4.4.



**Figure 4.4: Reasons for Dropping Out of School**

As shown in Figure 4.4 the boys had dropped out of school due to various reasons. Majority (28.9%) said it was due to lack of basic needs such as food and clothes at

home, 20.0% indicated it was as a result of bad company and another 20.0% did not like their school while few of them indicated being forced to repeat a class. Nonetheless, as is observable from Figure 4.4 there are those who had never attended/dropped out of school and did not therefore have to respond to the question since it was not applicable for them. These findings are consistent with previous studies. For instance (Birdsall, 2005; Bruneforth, 2006 & Cardoso & Verner, 2007) found a link between poverty and dropping out of school. Omogbemi and Ebuehi (2011) revealed that among sixty (60) students of an approved sheltered girls' school, of the 53.3% who had dropped out of school, 65.6% did so due to financial problems and 28.1% due to peer pressure. However, this does not necessarily mean that children from poor families would become school dropouts. Even children from financially stable families drop out of school. If parents/guardians showed sensitivity to the needs of their children and communicated the same to them, they would be unlikely drop out of school.

Another research by Mwenda, et al., (2012) found that few pupils dropped out of school because of being forced to repeat a class. On the contrary, hardly any of the previous studies revealed a negative attitude towards school by the children as a cause of school dropout as was indicated by 20% of the boys in this study. Attitude which is a learned tendency to evaluate things in a certain way influences our behaviour (Smith & Mackie, 2007). It is therefore suggestive from Figure 4.4 that parenting and social environment could have collectively contributed to the behaviour challenges facing the boy-child. Lack of basic needs has led many boys to adopt antisocial behaviours such as stealing, probably to meet their needs. Stealing, which does not comply with school rules and regulations, may cause them to be sent away from school to finally

finding solace in joining peers with similar behaviours for acceptance and identity. Additionally, negative appraisal of a child resulting from his antisocial behaviour may lead him to feeling detached from the school as revealed by Rodriguez (2007) eventually dropping out of school. Information on the period of stay in the institution was also sought on grounds that the longer a child was in the institution, the more maladjusted he was. Table 4.3 presents a summary of this information:

**Table 4.3: Period of Stay in the Rehabilitation Institution**

| Period             | Frequency | Percent |
|--------------------|-----------|---------|
| Less than one year | 47        | 52.2    |
| 2-3years           | 35        | 38.9    |
| 4-5 years          | 5         | 5.6     |
| Above 5 years      | 3         | 3.3     |
| Total              | 90        | 100.0   |

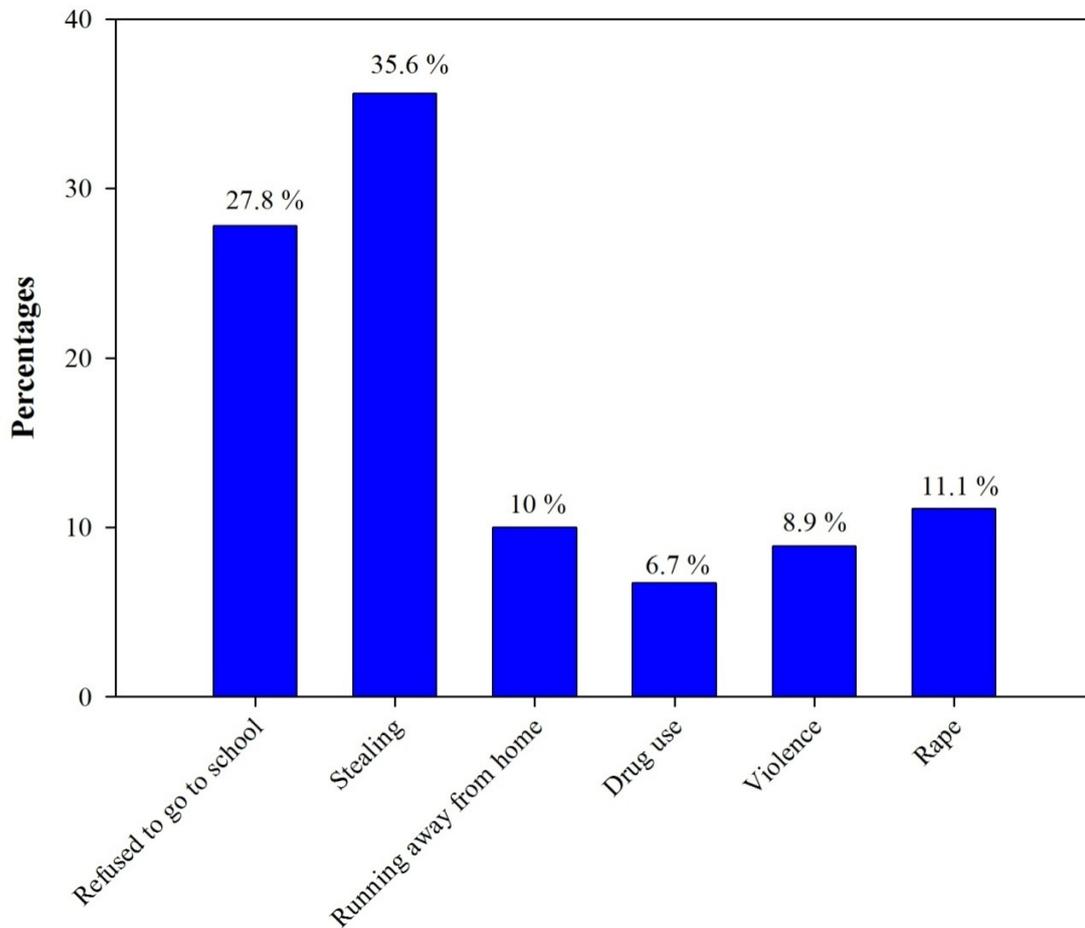
It can be seen from Table 4.3 that slightly more than half of the boys (52.2%) had been in the rehabilitation for less than one year and 38.9% for a period of 2-3 years. This is because as gathered from the staff in the rehabilitation institutions, the policy governing children's rehabilitation does not allow rehabilitees to be kept in a rehabilitation institution for a period exceeding three years. Children were reintegrated back into their families while others were placed in children's homes in case their families could not be found. However, there were few cases of rehabilitees who were readmitted to the rehabilitation institutions after reintegration and placement into children's homes due to their unmanageable level of behaviour

maladjustment. These cases account for only 8.9% cumulatively of those who had been in the rehabilitation for more than three years.

In general, data on the boys' demography reveal that most of them were aged between 15-16 years and mainly lived in Nairobi and Kiambu Counties before joining the rehabilitation institutions. Almost all of them had been to school and had primary as their highest level of education. An almost equal percentage (87%) to that of those who had been to school had dropped out with majority citing lack of basic needs and influence from bad company of friends as reasons. The study also showed that majority of the participants had been institutionalized for a period of less than one year. Data and analysis of the objectives that guided this study are given in the next section.

#### **4.3 Factors Contributing to Maladjusted Behaviour**

To understand factors that contribute to maladjusted behaviour of the boy-child, research question one was operationalized in different sub-questions that sought to capture a general overview of why the boy-child engaged in anti-social behaviours and from whom these were learned. Data was therefore collected on factors related to parenting, peer influence and role models in the boy-child's social environment. The section begins by exploring the main reasons that led the boys to be institutionalized as presented in Figure 4.5:



***Figure: 4.5 Main Reasons for Being Institutionalized***

According to the information in Figure 4.5, it is evident that most respondents (35.6 %) were institutionalized because of stealing and those who refused to go to school comprised of 27.8 percent. Other reasons included running away from home, rape, violence and drug abuse. Additionally, on interviewing parents/guardians about challenges that led them to take their children for rehabilitation, most of them expressed their disappointment in their children because of repeatedly engaging in antisocial behaviour which spoilt their relationship with their neighbours and the school administration. The extracts below explain some of their views. For example, a male parent lamented:

Let me tell you, my son's behaviour had become unbearable. He did all sorts of bad things to family members and other people. He had been caught stealing in the neighbourhood several times and before I sought the chief's assistance to have him placed in the rehabilitation, he was almost lynched by an angry mob after he tried to rape a neighbour's child. He has brought shame to my family.

Another respondent agonized:

My grandson is terrible. He used to pick fights and quarrels with other children every time. He is rude and has no respect for other people. I used to be summoned to his school many times for different reasons. At one time, he had stolen a teacher's mobile phone, he had been rude to a teacher and at another time he had fought another child. He was punished by teachers, I tried talking to him but he never changed. Finally, he was sent away from school and after a few days he ran away from home. I reported the matter to the chief who recommended rehabilitation for him and assisted me to have him taken there.

And a female guardian had this to say:

It is very unfortunate that my late sister's son whom I had lived with for the last four years and whom I had taken as my own got out of hand. Before I took him for rehabilitation, he had become very disobedient and violent. He dropped out of school and when I insisted that he goes back, he ran away from home for almost a month. Then one day he came back home with some other boys and beat up his cousin injuring her badly with a *panga* after she refused to cook lunch for them. I later learnt that he had joined a gang that was abusing and peddling drugs. I hope he will change his behaviour.

The reasons given by the rehabilitees and their parents/guardians confirm their behaviour maladjustment. These behaviours are consistent with those cited by previous researchers such as Muola (2009), Naggaddya (2011), Omboto et al., (2012) and Roni (2013) as the main law-violating behaviours among the youth. According to Sanders (2005), causes of such behaviours are found within a complex web of psychological, social, and economic factors, which could mean factors such as poverty, poor attachment and issues related to identity crisis. Although not clear from the quotes above the boys appears to be affected by identity crisis. For example the last quote, beating up of the cousin for refusing to cook for them may be interpreted

as the desire to exercise their masculinity power. This behaviour may have been a projection of masculinity; the boy may have wanted to exert his role as an authority from gender role perspective (Krienert, (2003). As a male member of the household, he may have felt that the cousin (girl) had a role and responsibilities of obeying him by cooking for him and his friends.

In reference to research findings by Sanders (2005), the 16- to 20-year age group has one of the highest incidences of serious crime with theft as the most common offence, the researcher found it imperative to establish why children engaged in stealing. The findings are shown in Table 4.4:

**Table 4.4: The Boys' Perception on why Children Steal**

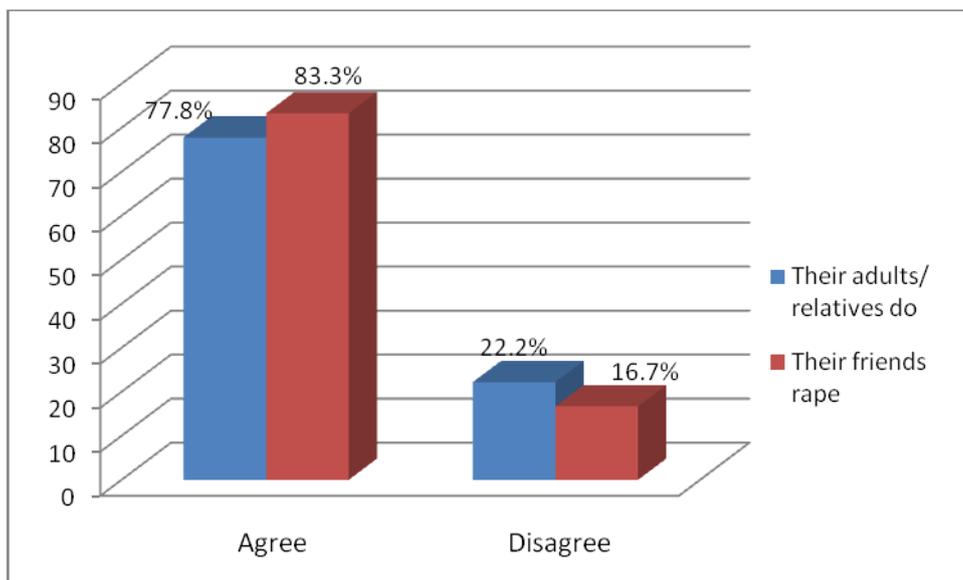
|          | Stealing makes people rich |         | Have no provider |         | Not or lightly punished |         |
|----------|----------------------------|---------|------------------|---------|-------------------------|---------|
|          | Frequency                  | Percent | Frequency        | Percent | Frequency               | Percent |
| Disagree | 46                         | 51.1%   | 18               | 20.0%   | 51                      | 56.7    |
| Agree    | 44                         | 48.9%   | 72               | 80.0%   | 39                      | 43.3    |
| Total    | 90                         | 100%    | 90               | 100.0%  | 90                      | 100.0   |

In response, 80.0% of the boys indicated they believed children stole because they had no one to meet their basic needs such as food and clothes. These findings are partly consistent with those of Manh (2003) that if a family has unstable finances children may resort to adopting a socially defective approach to meet their needs. However, 56.7% indicated that they had heard of people who stole and were either not punished or were given light punishments while about a half (51.1% ) indicated that it

was because they had heard of people who had become rich out of stealing (Table 4.4). These findings are similar to those of Mincey et al. (2008) that children who are in environments where they are exposed to people who engage in criminal activities are more likely to emulate their behaviour. The responses suggest that a child's social environment influences his behaviour. In addition, the social control measures employed as well as rewards obtained seems to mediate acquisition of antisocial behaviour. From both the social learning theory and behaviorist approach to learning, modelling and reward systems are important in shaping behaviour. Rewards, whether tokens or praise have been found to be an effective strategy to reinforce desirable behaviours (Martin & Pear, 2011). The findings are in support of the social learning theory that informed this study.

The findings therefore point to the great role that the society may have in contributing to the behaviour challenges facing the boy-child in Kenya. Provision of basic needs, food and clothes for children is a responsibility of parents/guardians which they need to be sensitive about. Failure by parents to provide basic needs despite the reasons they may have may lead to the development of maladjusted behaviour in children. From a humanistic perspective, Gilbert, Schacter, and Wegner (2011) have emphasized the importance of basic needs in human development. Accordingly the basic needs motivate behaviour of individuals (Schultz & Schultz, 2009). These findings suggest that provision of basic needs to children and creating a healthy social environment, for instance, having appropriate law enforcement on law breakers could be an effective control mechanism that could deter many boys from involving themselves in stealing.

According to Muola (2009), Naggaddya (2011) and Ombot et al. (2012) rape is one of the unlawful behaviours associated with the older adolescents. It is a serious social and criminal offence in any given society. Hence, it was deemed necessary to find out from the boys how they acquired the behaviour. Reasons that led boys to rape were therefore sought and the results are shown in Figure 4.6:



**Figure 4.6: Why Boys Rape**

An overwhelming percentage (83.3) of the respondents were of the view that boys raped out of the influence of their friends who engaged in the behaviour, while 77.8% attributed it to the influence of relatives and other adults in their communities and localities. The findings suggest that peers and the people that the boy-child interacted with influenced his behaviour. These findings are consistent with Erikson's (1963) argument that social relationships are crucial determinants of personality. From Erikson's psychosocial stages of development perspective, the boy-child may have had a poor negotiation of the fifth stage (Identity versus Role Confusion). As a result he did not develop a healthy personality identity.

The involvement of the boy-child in such behaviour may be suggestive of bigger problems in the society. On the basis of social learning theory, the boy-child imitated the behaviour of the people in his social environment. Imitating such an inappropriate behaviour suggests that the boy-child lacked positive and supportive socialization experiences in his early childhood days as pointed out by Binh (2012). According to Binh, if an individual's early socialization experiences were positive and supportive, he would not imitate inappropriate behaviours even if he lived in the most deteriorated inner-city urban environment. Therefore, the fact that the boy-child succumbed to his peers' pressure and other peoples' influence may be suggestive that his early socialization could have been negative and unsupportive. From Erickson's theory on psychosocial stages of development, adolescents are particularly vulnerable to ideologies that offer social acceptance even when they are sinister doctrines (Schultz & Schultz, 2009). Accordingly, even juvenile delinquents need a sense of identity and they achieve it by conforming to group demands as those of majority, a developmental failure for which Erickson blames on society. In relation to this view, if the society was sensitive to the identity needs of the boys then delinquency would have been avoided. The boy-child also may not have developed a stable personality due to lack of proper guidance.

Data from the respondents shows that the family which is a child's key socializing agent as well as the society in general has to some extent contributed to the boy-child's behaviour maladjustment. For instance, data from the interview with the boys' parents/guardians on whether in their opinion they had adequate time with the boys 88.8% indicated that they had not. One of the parents had this to say:

Though my son was not going to school, he was barely at home. I tried keeping him home with various chores but he always had his way to be away. He had a group of friends with whom he would spend his day.

The fact that parents/guardians did not have quality time to be with the boys to model what was expected of them suggests inadequate socialization of the boy-child at family level. Much of their socialization therefore may have been from the friends they spent most of their time with. Other reasons were sought from the boys to establish how the boy-child had acquired maladjusted behaviour he had adopted. Data regarding this is summarized in Table 4.5:

**Table 4.5: Other Reasons for the Boy-child's Maladjustment**

|          | Guidance not available |         | Role models not available |         | Lack of correction/disciplining |         |
|----------|------------------------|---------|---------------------------|---------|---------------------------------|---------|
|          | Frequency              | Percent | Frequency                 | Percent | Frequency                       | Percent |
| Disagree | 23                     | 25.6%   | 13                        | 14.4%   | 23                              | 25.6    |
| Agree    | 67                     | 74.4%   | 77                        | 85.6%   | 67                              | 74.4    |
| Total    | 90                     | 100.0%  | 90                        | 100.0%  | 90                              | 100     |

As seen in Table 4.5, a majority (85.6%) of the boys consented to getting involved in socially unacceptable behaviours because the people who were supposed to be their role models were not available for them whereas 74.4% of the boys claimed that they did not have anyone to guide them. A similar percentage indicated that they were not corrected for the mistakes they committed. This was echoed by the responses given by some of the parents/guardians on the factors contributing to the maladjusted behaviour of the boy-child.

Irresponsible parenting featured predominantly where for instance a guardian bewailed,

My 'son' who is an orphan lived with his single mother for his first twelve years until she died and because she was a drunkard, she had no time to be with him and to guide him appropriately. Worse still, she was hardly sober to take up her parenting responsibility. He spent most of his time loitering in the company of equally unguided children from his neighbourhood where he picked the undesired behaviour that forced me to take him to the rehabilitation.

Another guardian said:

That boy grew up in a very violent family where his parents fought regularly and the father was intoxicated of alcohol and other drugs most of the time. His father also used to take him along during his drinking sprees on weekends and school holidays. The boy has been very violent and had severely injured other children as well as engaged in stealing and drug-trafficking.

A father to another rehabilitee said:

My wife ruined my son's life. She tolerated his indiscipline in the name of love and whenever I tried to correct him, she would protest and we ended up quarrelling. I decided to let her deal with him as she wished. Finally, she ran away and left the spoilt son with my parents since I work far away from home. He is now serving a jail term after he was found smoking bhang and for attempted rape.

A female respondent blamed the boy's father for being a poor role model to their son.

She said:

My husband has always called me names and sometimes beaten me up in the presence of our children. I think this has made our son to develop disregard for me as a source of authority; my son does not respect me and hardly takes my instructions. The father is a drunkard and does not even care about what happens to his children.

According to the responses from the interviews with parents/guardians, none of them seemed to take the responsibility of the boys' behaviour maladjustment. Each felt that someone else was to be blamed. However, more significantly, there appears to be a consensus that a father figure is important in development of the boy-child. For example the words 'absence of the father figure', 'my son lived with a single mother'

and the poor role modeling of the father 'the father was intoxicated with alcohol' are captured in the quotes as key factors that may have influenced the boys' behavior. From literature a father figure plays a key role in teaching self-control and role modelling socially appropriate behaviours (Goldstein 2001 & Horn 2000). The boy-child's parents/guardians seemed to have failed to provide a social environment that could encourage pro-social behaviour. Important to note, however, is that these findings were consistent with the arguments put forward in the social learning theory which indicates that children observe and imitate the behaviour of their role models (Bandura, 1977). Parents are the primary role models of children with fathers being the most significant to their male children (Manh, 2003).

From psychosocial stages of development standpoint, the findings may also suggest inadequacy of the boy-child's ego role to preserve sameness and continuity and social solidarity aspects of his identity. The kind of parenting that the boy-child received seems to have been unstable and may have failed to help him develop a firm identity. Hence, he became susceptible to the influence of the people in his social environment. Firm identity requires that the inner sense of sameness and continuity be meaningful to significant others and to correspond to their perceptions and expectations Mcleod (2008). Unavailability of the parents/guardians to the boy-child and inappropriate role modelling as suggested by the responses may have contributed to the boy-child's maladaptive behaviour. Unstable family was also given as a reason contributing to maladjusted behaviour by one of the guardians. This can be deduced from the excerpt given by one of the guardians;

The mother of that boy kept on going back to her parents and sometimes took the boy along with her and other times left him with

the father,” I think in the process this confused the boy, a grandmother to a rehabilitee said.

Rehabilitation staff held similar views that inappropriate family environment, ineffective parenting and unstable families led to maladaptive behaviour among the rehabilitees. One of them indicated:

Many boys are from broken families. Their parents fight and quarrel in their presence. Some of these boys were chased together with their mothers from their homes by their fathers. Few children from such kind of families escape becoming delinquents.

Parents have a responsibility to role model appropriate behaviour and give guidance to their children (Holden, 2010). According to findings by Barnes, Hoffman and Welte (2006), a father provides a basic model of masculinity for the son and that this model becomes the basis for developing his male identity. The fact that majority (85.6%) of the boys indicated unavailability of role models in their lives and 74.4% claimed unavailability of guidance may be indicative of the extent to which parents could be failing in their role of parenting hence contributing to behaviour maladjustment of the boy-child. This also could be suggestive that the boy-child lacks the opportunity to receive adequate and appropriate guidance and role modelling from his parents and more so the father-figure as he is absent in his life.

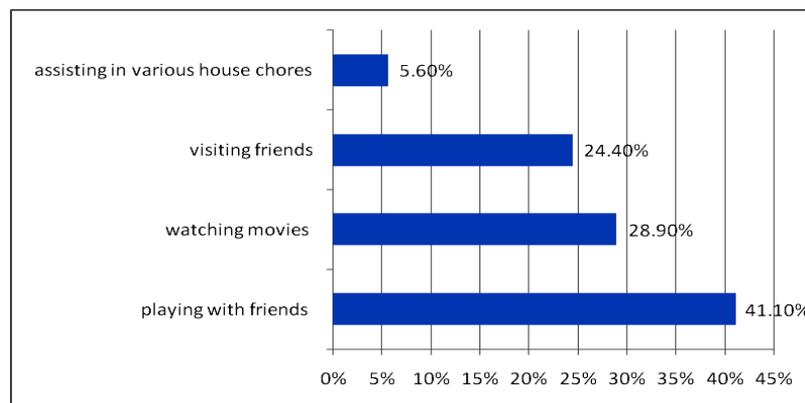
Findings by Maseko (2009) show that a stable family structure with parents who role model appropriate behaviour produces well adjusted children. In a similar vein, Sokoi, (2009), argues that a stable family structure facilitates the development of a positive self-image in adolescents that contributes to a firm identity. They have the confident feeling that they are ‘in control’ of their own lives because they know who they are and where they are going. Thus they have cushioned them against peer pressure.

Crosswhite and Kerpelman (2009), in addition, found that consistent disciplining of a child at the sighting of undesirable behaviours to prevent their development must be pursued. The authors also emphasize on the importance of parents recognizing deviant behaviours in their children and keeping track of them so as to prevent their forming and development. This, together with working toward having stable families and leading a model life so as to be a good example for children to follow, could yield well adjusted children. Deriving from the parents/guardians and the boys' responses, their families seem to be characterized by: poor parenting supervision, low parental involvement with the child and erratic parental discipline as well as parental conflict. According to studies by Barnes et al. (2006) and Naggaddya (2011), such conditions greatly contribute to behaviour maladjustment in children. Barnes et al. (2006) further found that a man who beats and calls his wife names in the presence of their children erodes her dignity. This not only takes away the mother's authority over her children but also affects the child's future psychological life (Barnes et al., 2006). Barnes' findings are in tandem with the views of a mother of one of the rehabilitees who attributed the son's disobedience towards her to the beatings and name calling by his father already captured in an excerpt in the preceding section.

Having quality time with children is often viewed as an important approach in which parents influence their children's behaviour. Through spending time together, parents are able to learn the behaviour of their children and reward those that are pro-social and punish those that are undesirable. They are able to guide, monitor and counsel as well as role model the desired behaviour to their children. However, this is only possible if the parents/guardians spent time with the children. The boy-child who is the focus of this study is in the stage of identity versus role confusion according to

McLeod (2008) psychosocial stages of development. According to Erickson, an adolescent's parents' attitudes and actions determine whether he will have a firm identity or not. An adolescent who has developed a firm identity is able to adjust to his social environment.

To establish if the parents/guardians had spent quality time with their boys, the researcher sought to find out how the boys spent their time and with whom. The results are presented in Figure 4.7:



**Figure 4.7: How Boys Spent Most Time**

Figure 4.7 indicates that most boys spent their time mainly playing with friends (41.1%), watching movies (28.9%) and visiting friends (24.4%). Quite a small minority (5.6%) spent most time assisting in various chores. This implies that they were away from home most of the time. Thus were hardly with their parents/guardians. This echoes their parents'/guardians' responses in the previous section on whether they had adequate time with the boys where majority of them (88.8%) conceded to have had inadequate time. Lack of quality time spent by parents/guardians with the boys may have led to loss of parental authority over the boys among other things. The authority may have been taken by the boys' friends

with whom they spent most of their time with. This is inferred from the response given below from one of the boy's mother:

I insisted that he stays at home, he would not hear of it. He was always away with his friends. I think he has copied the father because he too leaves in the morning and comes late in the night. So I have not had adequate time with him.

Another reason given to explain why they did not have adequate time to be with their children was that they (parents/guardians) were working away from home most of the time given that they had to provide for their families as exemplified by the extract below, by a mother:

That boy was living with the grandmother before he was taken for rehabilitation. I used to go home at the end of the month to see him and that is the only time I would be with him.

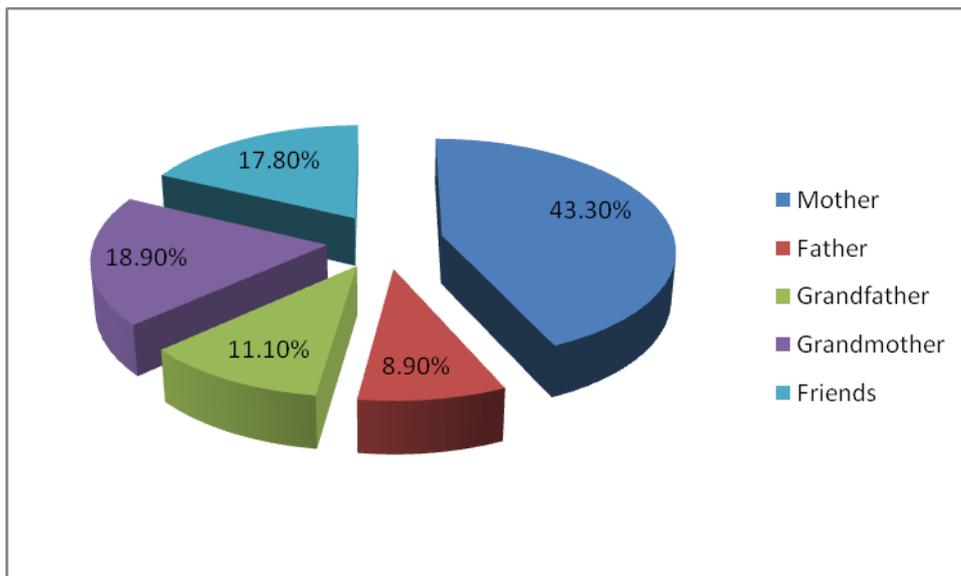
Only one parent said that he had adequate time for the son:

I was at home most of the time and I think we had spent adequate time together. I would have him work with me most of the time so that I could have a chance to guide him but still he adopted unacceptable behaviours.

This boy may be among the 5.6% of those who assisted their parents/guardians with house chores while at home.

Responses given by the two categories of participants suggest that the boys' parents/guardians may have lost control over their children to media and friends. It implies missed opportunities for bonding and nurturing the boys in socially accepted behaviour. The friends and the people a child interacts with including the media (movies) may have been his major socializing agents yet the family was supposed to be the primary agent of a child's socialization. If, for instance, these friends are not well adjusted and the movies they watch are not in accordance with social norms, then they are likely to adopt socially unacceptable behaviours and take on identities that

are not consistent with the expected social values. Gruseck and Hastings (2007) indicate that it is through socialization that a child learns the values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of their society. Further, it is at the family level that has been taken over by friends and media that a child's character is built. The study also endeavoured to find out with whom he spent most of his time with while at home. This was necessary because the responses would help establish who impacted on his behaviour most. The findings are presented in Figure 4.8:



***Figure 4.8: People with whom the Boy-child Spent Most Time***

A look at the information contained in Figure 4.8 demonstrates that the boy-child spent most of his time with his female parent/guardian; majority of them spent time with their mothers (43.3%) and 18.9% with their grandmothers. Only 11.1% and 8.9% spent their time with their grandfathers and fathers correspondingly. A significant number (17.8%) also spent most of their time with their friends. The cumulative percentage of 62.2% (mothers, 43.3% and 18.9% grandmothers) of the boys who spent most of their time with female guardians/parents is almost similar to the number

of female parents/guardians (66.7%) to the boys. This suggests that female parents/guardians were more available for the boy-child than the male parents/guardians. The findings also suggest that either the number of female-single headed families or the extent of the level of un-involvement in parenting by fathers in Nairobi and Kiambu Counties is high. This is consistent with findings by Kimani and Kombo (2010) that fathers in contemporary society have left their parenting roles to mothers.

This suggests that majority of the boys lack a father figure in their lives. Mbevi (2010), in his research findings highlighted; identity, self-worth and security as the three basic needs in the life of a boy-child which are provided by a father figure.

Additionally, Binh (2012) identified self-confidence, respect for the law and for people, courage and patience as some of the key qualities most influenced by fathers. This, therefore, may be indicative that when a boy-child does not have a father figure he lacks the opportunity to acquire aspects essential in formation of a stable personality. Personality is influenced by care givers and how they helped the children negotiate earlier stages determines whether they would have a healthy personal identity or not (McLeod, 2011).

The high percentage (62%) of boys living under female parents/guardians indicate that majority of them lack a father figure. There is a possibility that such children question their identity in relation to the social expectations. Elsewhere, single motherhood is not easily accommodated in most African traditional cultures. There is bound to be stigmatization that can influence the boy child in engaging in antisocial

behavior as a reaction to his status (Horn, 2000 & Steinberg, 1989). According to Crain (2011), identity crisis could lead to maladjusted behaviour. It is also noted that only 36.7% of boys interviewed were living with both parents whereas 26.7% were living with their mothers, 13.3% with their fathers and the rest (23.3%) with friends. Knafo and Plomin (2006) emphasized the importance of both parents in the life of a child because each family member becomes an example for the child to follow and imitate. According to Manh (2003), a father is to take care of the family by providing the basic needs guidance and being a model and if he misses this role, his children may be spoiled or face difficulties in life.

This study also sought to find out if the boys' relatives engaged in some undesirable behaviours on the assumption that as part of their families, they influenced the boys' behaviour. Establishing the role of relatives in maladjusted behaviour of the boy-child was on the premise of social learning theory by Bandura (1977) that children imitate the behaviour they observe from the people they interact with. In addition, from identity perspective, social solidarity and especially the significant others is important in personality development. The responses were as demonstrated in Table 4.6:

**Table 4.6: Behaviours Children take up from Adult Relatives**

|          | Fighting  |         | Insulting |         | Cheating  |         |
|----------|-----------|---------|-----------|---------|-----------|---------|
|          | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Disagree | 28        | 31.1    | 11        | 12.2    | 15        | 16.7    |
| Agree    | 62        | 68.9    | 79        | 87.8    | 75        | 83.3    |
| Total    | 90        | 100     | 90        | 100.0   | 90        | 100.0   |

The data in Table 4.6 shows that a majority of their relatives engaged in antisocial behaviours such as insulting (87.8%), cheating (83.3%) and fighting (68.9%) respectively. This shows the magnitude of inappropriate role modelling at family level, a factor that probably contributed to the boy-child's behaviour maladjustment. McKay (2006) found that individuals growing up in a family culture bear the characteristics of that culture. Therefore, children from such families are likely to take up their relatives' ill behaviours. Such families fit the description by Dong and Hung (2001) of an unhealthy social environment that may produce individuals who feel little attached to a law-abiding lifestyle. The boy-child's behaviour maladjustment may have been acquired from his social environment. As observed by proponents of social learning theory such as Siegal and Senna (2000), behaviour is learnt by watching and imitating other people.

Generally, both the boys and the parents/guardians indicated that the boys had behaviour problems. They involved themselves in anti-social behaviours such as stealing, raping, drug abuse, truancy and violence among others. Lack of provision of basic needs was given as the main reason that propelled most of them to steal as well

as social influence (peers and adults). Social influence featured prominently in explaining the boys' involvement in undesirable behaviours such as stealing and raping. Defective parenting approaches depicted by parental un-involvement, parental conflicts and exhibiting inappropriate behaviours such as getting intoxicated of alcohol among others may explain the underlying causes of behaviour challenges facing the boy-child.

Consequently, the parenting of the boy-child, the way he negotiated the earlier psychosocial stages of development compounded with his social environment could be responsible for his behaviour maladjustment. This echoes the social learning theory which holds that children acquire behaviour from their environment through observation and imitation. In addition, the humanistic psychologists such as Gilbert et al. (2011) emphasize the role of basic needs in influencing the motivation of behaviour we choose to engage in. Basic needs take precedence over other needs. Hence, lack of basic needs may encourage stealing for survival which is an anti-social behaviour. From psychosocial stages of development viewpoint, the boy-child may have failed to develop a healthy personality rendering him vulnerable to the influence of the people in his social environment (Mcleod, 2008).

#### **4.4: Influence of Parenting on the Boy-child's Behaviour**

In the context of this study, the researcher conceptualized parenting to refer to the way parents/guardians bring up their children. It is considered in terms of provision of basic needs, role modelling, parent-child relationship, disciplining and guidance.

Table 4.7 presents this information:

**Table 4.7: Parental/ Guardian Provision**

|       | Lack of basic needs<br>Leads to stealing |         | Basic needs<br>provided |         | Effort made to provide<br>basic needs. |         |
|-------|--|---------|-------------------------|---------|--|---------|
|       | Frequency                                | Percent | Frequency               | Percent | Frequency                              | Percent |
| Yes   | 72                                       | 80.0    | 48                      | 53.3    | 62                                     | 68.9    |
| No    | 18                                       | 20.0    | 42                      | 46.7    | 28                                     | 31.1    |
| Total | 90                                       | 100.0   | 90                      | 100.0   | 90                                     | 100     |

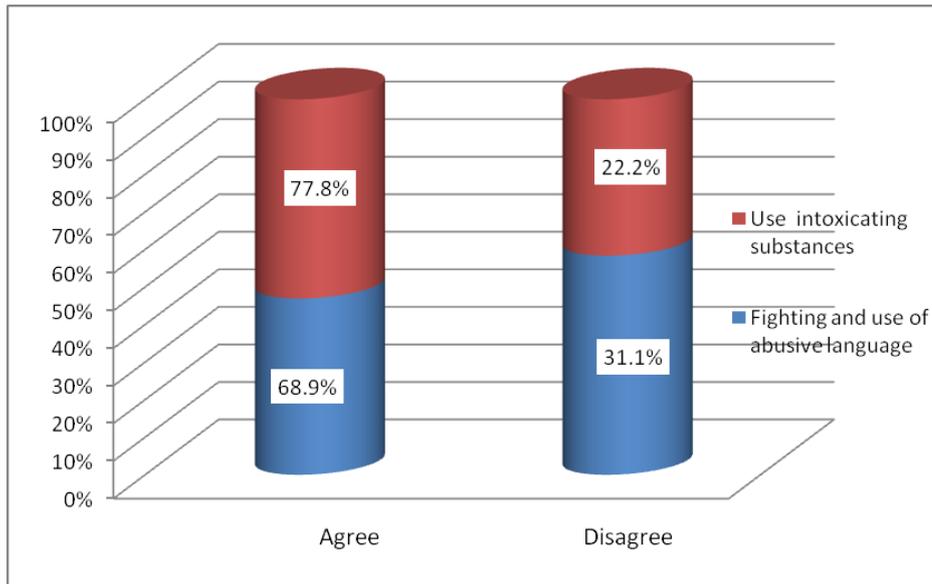
Most participants (80.0%) indicated lack of basic needs such as food and clothes as a reason that led children to steal. According to Wegner (2011), basic needs which include food and clothing take precedence over other needs. From Maslows perspective, therefore, the boy-child may have opted to steal for his own survival. Stealing was one of the antisocial behaviours that led most boys (35.6%) to be put in rehabilitation institutions as revealed in the preceding section (see Figure 4.5, p. 54).

As already discussed in earlier sections (see Figure 4.8, p. 68), most of the boys were living with their female parents/guardians. Perhaps, these parents/guardians lacked the support of the male biological parents in meeting the basic needs of the boys. Mahn (2003) identified provision of basic needs to children as one of the key roles of a male parent. According to Manh, if a father misses this role then his children are likely to face difficulties in life. The behaviour maladjustment of the boy-child attests to manh's claim. Besides, on interviewing the parents/guardians most of whom were females, it was evident that the majority of them were struggling to meet the basic needs of their children. One of them remarked;

Life has become tough. I cannot afford three meals in a day for my children. A light breakfast and supper is all I can afford.” Another one said, “My family is only assured of tea in the morning and supper. Lunch is never guaranteed but we are used.

Similar remarks were given by most of the parents/guardians. However, 53.3% of the boys said that they had parents/guardians who met their needs while 68.9% felt that their parents/guardians did their best to provide for them as given in Table 4.7. Nevertheless, it is important to note that (46.7%) of the boys’ basic needs were not met and 31.1% never viewed their parents/guardians as having done their best in meeting their needs. Therefore the boy-child may have turned to the socially unaccepted behaviour of stealing to meet his basic needs which according to Maslows’ cited in Crain (2011) perspective are essential for survival. In absence of basic needs, the boy-child may have not felt obliged to abide by the socially accepted behaviour standards which then resulted into stealing for his survival.

Data on the influence of parental role modelling on the boy-child was also sought. This was informed by Bandura’s (1977) social learning theory premise that children learn behaviour through observing and imitating the behaviour of the people around them. Parents are the most immediate people in a child’s life. On the other hand, the choice of the kind of undesirable behaviours was informed by the past studies by Muola (2009) & Omboto, et al., (2012). According to the authors, fighting, use of abusive language and drug and substance abuse were some of the commonest undesirable behaviours reported among delinquents. The findings are presented in Figure 4.9:



**Figure 4.9: Parental Role Modelling**

Most respondents indicated having parents/guardians who came home intoxicated of alcohol (77.8%) while others fought and used abusive language (68.9%) in the presence of the boys. Such an environment is more likely to impact negatively on the boy-child's behaviour. Social learning theorists indicate that children are keen to observe and imitate their parents' acts and more so those of the same gender. The boy-child who is the focus of this study may have therefore taken up the maladaptive behaviour from his male parent/guardian. He may have viewed his parents'/guardians' undesirable behaviour as appropriate because children look up to their parents as their role models. In so doing they become maladjusted. A summary of responses on how the children related with their parents/guardians is in Table 4.8:

**Table 4.8: Parent- Child Relationship**

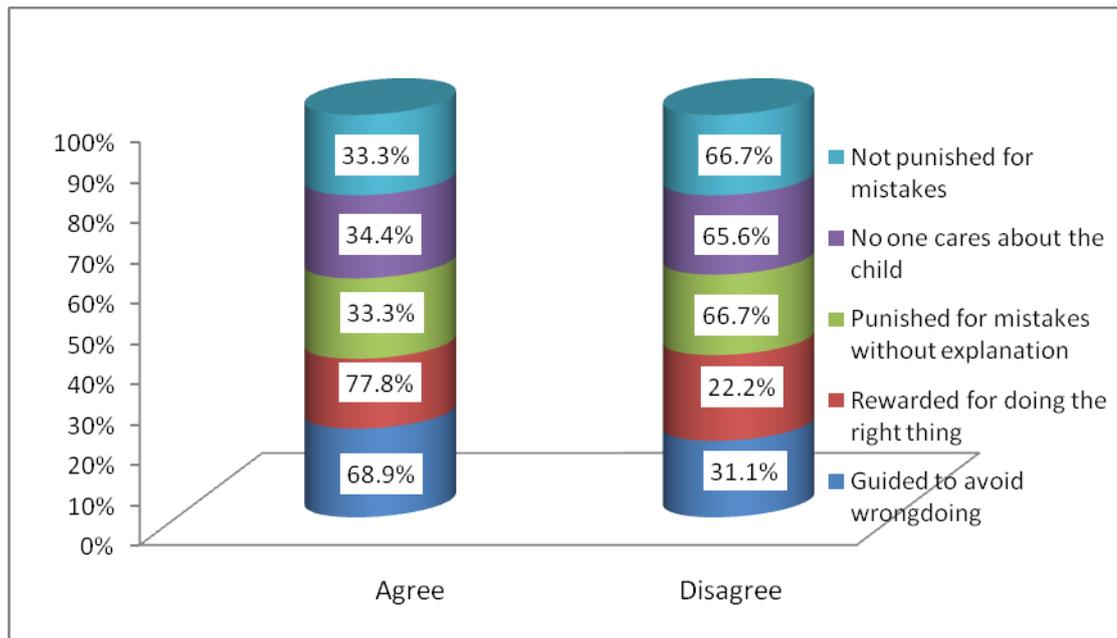
|       | Parent/guardians loved the child |         | Parent/guardian and the child were good friends |         | Child accompanied parents/guardians to many places |         | Both did many things together as a family |         | Parents/guardians treatment made the child feel good |         |
|-------|----------------------------------|---------|---|---------|--|---------|---|---------|--|---------|
|       | Frequency                        | Percent | Frequency                                       | Percent | Frequency  | Percent | Frequency                                 | Percent | Frequency  | Percent |
| True  | 23                               | 25.6    | 26  | 28.9    | 35   | 38.9    | 43  | 47.8    | 34   | 37.8    |
| False | 67                               | 74.4    | 64  | 71.1    | 55   | 61.1    | 47  | 52.2    | 56   | 62.2    |
| Total | 90                               | 100.0   | 90  | 100.0   | 90   | 100     | 90  | 100.0   | 90   | 100.0   |

Details in Table 4.8 clearly show that most boys (74.4%) expressed feelings that their parents/guardians did not love them while 71.1% indicated having not been in good terms with their parents/guardians. The responses suggest lack of bonding between the boys and their parents/guardians. According to Carter and McGoldrick (1988), adolescents who lack stable connection with their parents easily drift into risky and problem behaviour. Barnes et al. (2006) found that adolescents who receive parental support and nurturing from the parents have high esteem and a well-developed identity and are less likely to get into problem behaviour. Conversely, the boy-child in this case may have had low self-esteem and an unstable identity as a result of the emotional distance that seemed to exist between him and his parents/guardians. This could partly explain the boy-child's behaviour maladjustment.

About half (52.2%) of the boys indicated that they never engaged in home chores as a family and few (38.9%) used to accompany their parents to places they went. Thus both the parents/guardians and the boys had limited opportunities to be together which suggests inadequately socialization of the boys. According to Dong and Hung (2001), assigning children tasks to complete enhances the sense of responsibility in them. It also gives them the exposure to learn different skills including problem-solving techniques, communication, self control and social skills. This would help them develop a positive self-image which would insulate them against adopting maladaptive behaviour. Failure by the parents/guardians to share tasks with the boy-child or commit him to doing productive tasks may have given him the leeway to be away from home thus learned from wrong role models. As highlighted earlier, early socialization experiences run deep and they have a lifelong influence on self-image, beliefs, values and behaviour. It is therefore no surprise that the boys had behaviour that deviated from the social norms.

Socialization is the process by which an individual acquires his or her own personality. It therefore involves learning the techniques needed to survive, function and thrive in society through interaction with significant individuals and institutions (Gruseck & Hastings 2007). Through socialization, a child learns the values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of his particular society. More than half of the respondents (62.2%) conceded to having been treated by their parents/guardians in ways that made them feel worthless. Rodriguez (2007) and Taylor (2008) indicated that negative evaluations may result to feelings of rejection which in turn makes the victims easily susceptible to gang-affiliation for a sense of belonging. Affiliation into a gang leads to eventual involvement in antisocial behaviours. According to Sanders (2005), gangs are a source of much delinquency and have been a common path for adolescents, particularly in the inner cities.

Additionally, findings from this study may be interpreted as implying that the boy-child's parent/guardian failed to help him develop a healthy personal identity. Accordingly, psychodynamic theorists argue that lack of proper negotiation from one stage to another may lead to feelings of deprivation of identity (Mcleod, 2008). The state of identity crisis or role confusion which according to Schultz and Schultz (2009) involves the converse of firm identity: feelings of inner fragmentation, uncertainty about where life is headed and inability to gain support provided by satisfactory social role. Effort was also made to find out how guidance/disciplining were meted out on the boy-child. The findings are displayed in Figure 4.10:



**Figure 4.10: Parental Guidance/Disciplining**

In the context of this study, the term guidance/discipline refers to the approaches parents/guardians used to instruct the boy-child to observe a particular code of conduct. Child discipline can involve rewards and punishments to teach self-control, increase desirable behaviours and decrease undesirable behaviours. In this regard, Figure 4.10 shows that a majority of the boys were offered guidance on how to avoid doing wrong things (68.9%) while 31.1% denied having been guided. More than half of the boys 66.7% indicated that they were punished whenever they did a mistake though without being given a chance to explain. Majority indicated having guided their children to avoid engaging in undesirable behaviour though a number of them acknowledged doing it only when their sons committed an offense.

One guardian said:

Of course I always told my son to stop engaging in criminal activities whenever I went home and found that he had messed. However, I have never had enough time to be with him to sufficiently guide him since he was born because I have always been working away from home,” a parent replied.

Another guardian said:

I think I never took enough time to guide that boy as his guardian because I only talked to him about avoiding doing wrong things only when he had done a mistake and I was dealing with it.

Guidance/discipline that is limited to only when a child does a mistake is inadequate to shape up behaviour (Crosswhite & Kerpelman, 2009). The purpose of child discipline is to develop and entrench desirable social habits with the ultimate goal of fostering sound judgment and morals so that they may develop and maintain self-discipline throughout the rest of their life. Crosswhite and Kerpelman (2009) emphasize that consistent discipline must be ensured at the sighting of undesirable behaviours in order to prevent their development. Similar view can be understood from behaviorist perspective in which effectiveness of a punishment/reinforcement is mediated by among other things contingency between the behaviour and the punishment/reinforcement (Miltenberger, 2008).

Responses given by both parents/guardians and the boys indicate that majority of the boys were given guidance against engaging in undesirable behaviour. However, the boys continued to engage in maladjusted behaviour; a reason that led them to be placed in rehabilitation institutions. It can be recalled from the previous section (see Figure 4.5) that lack of basic needs was the main contributing factor to antisocial behaviours such as stealing (the main reason for their institutionalization). This could be indicative that although the parents offered guidance and counselling to the boys it was not accompanied by provision of basic needs that would have acted as a protective factor towards undesired behaviour. Therefore, adherence of the guidance given by the parents/guardians by the boys was insignificant in absence of basic needs. According Gilbert et al. (2011), a deficiency in any of these needs interferes with one's psychological health and so one might react defensively, or at times, irrationally, from a point of weakness. And so, consciously or unconsciously, one works to fill these needs This negates the principles of behaviour which require that desired

behaviour is reinforced/ rewarded to facilitate understanding of what is socially desired (Miltenberger, 2008).

In relation to rewarding children for doing something good, where rewarding was viewed in terms of recognizing and appreciating positive behaviour, only 33.3% of parents/guardians confessed having done so while the rest wondered why they should do so:

Why should I reward a child for not engaging in the wrong things? It is only normal that they do the right thing without expecting a reward. After all, it is for their own good, nature will reward them.

This is also what one of the guardians felt.

The responses suggest that the parents/guardians did not find it necessary to recognize and or appreciate desirable behaviours from their children. According to operant conditioning, focusing on good behaviour versus bad behaviour encourages appropriate behaviour (McLeod, 2011). From behaviourists' perspective, the goal of reinforcement is always to strengthen desirable behaviour and increase the likelihood of its occurrence in future. It appears that the parents are quick to punish but not to reinforce what is desired, yet from behaviourist perspective punishment is limited in showing direction as it does not incorporate the desired behaviour. In addition, punishment is associated with negative emotions that could create wrong perception in the children (Miltenberger, 2008).

Majority of the parents/guardians also acknowledged punishing their sons whenever they engaged in undesirable behaviours but never gave them a chance to explain why they engaged in the behaviour. They felt that it was not necessary as it would not reverse the mistake committed. One of the parents remarked:

My son is so annoying that I could not let him free after doing wrong. I had to punish him thoroughly and never had time to listen to his annoying and stupid excuses. Friends and Satan were his explanation.

Another parent pointed out:

Any time he messed and I happened to be at home I had to discipline him by beating him up. Giving him a chance to explain was unnecessary because he always defended himself by saying that his friends lured him into doing wrong and I had grown tired of hearing the same thing. I had often asked him to detach himself from these friends but he never listened.

The responses may suggest that the approaches used by parents/guardians to discipline/guide the boys were defective. Inflicting physical pain was used as a way of punishing the boys and dialogue was not employed in the process. Naggadya (2011) found harsh punishments to enhance juvenile delinquency. On a similar line Papalia et al. (2006) cautions that physical harm to a child inflicted by a parent out of control and in rage is completely inappropriate and dangerous. Papalia et al. suggest remaining available, setting rules in a non-critical way, not belittling the adolescent, avoiding lectures and contracting with them as a way of meeting these challenges. Conversely, the boy-child may have lacked family connectedness which according to Kerr et al. (2003) is positively related to delinquency. On the other hand, majority of the parents/guardians were concerned with their children's welfare in the sense that they cared about what they did, where they went and how they spent their time. This is deduced from the responses given by some of them. For example, a mother said the following:

Though it was not always possible to know where my son was, many times I made efforts to go to the school he went to find out if he was there or not. I also used to track him by going to look for him at his friends' homes.

Another parent said:

You know you cannot have peace if you do not know where your child is. On several occasions I sought the chief's help to look for him because he kept running away from home after dropping out of school.

Parental monitoring has been found to prevent deviant behaviours from appearing (Barnes et al., 2006). Monitoring helps a parent to limit where the child goes and who they associate with.

Although the descriptive data was quite rich and revealing, it was limited as it did not offer conclusive results. According to Gravetter and Wallnau (2009), descriptive data is limited to providing descriptive values. For this reason there was need for testing hypothesis to establish if parents had a significant effect on the behaviour of the boy-child. This allowed the researcher to draw conclusions about the results of the study.

Test of Hypothesis one:  $H_0$ : Parenting has no role in the behaviour maladjustment of the boy-child

In order to test hypothesis one, a logistic regression model was run using a dichotomous dependent variable. This outcome variable was created from the reasons the respondents indicated for being in the rehabilitation institution. There were six reasons: refused to go to school; stealing; running away from home; drug abuse; violence for example physical attacks and using vulgar language; and rape. The categories of the new variable were '1' = 'violent behaviour' and '2' = 'non-violent behaviour'. However, one reason, drug use, could not fit into the two categories, so it was omitted from the analysis. Table 4.13 shows the logit model of maladaptive behaviour on a number of parenting related variables where age was the control variable.

**Table 4.9: Logit Model of Parenting Influence on Boy-child Behaviour**

| Variable  |           |            |                     |    |         | Odds  |        |       |
|---|-----------|------------|---------------------|----|---------|-------|--------|-------|
| Name  | Estimates | Std. Error | Wald X <sup>2</sup> | DF | p-value | Ratio | 95% CI |       |
| Intercept   | -2.520    | 0.876      | 8.267               | 1  | 0.004** | -     | -      | -     |
| Parents<br>friendliness   |           |            |                     |    |         |       |        |       |
| With boys   | 1.370     | 0.556      | 6.078               | 1  | 0.014*  | 3.94  | 1.32   | 11.69 |
| Boys'<br>Perception<br>on<br>provision<br>of basic<br>needs by<br>Parents<br>love |           |            |                     |    |         |       |        |       |
| Boy-child<br>corrected  | -0.195    | 0.591      | 0.108               | 1  | 0.742   | 0.82  | 0.26   | 2.62  |
| Age   | 0.851     | 0.434      | 3.856               | 1  | 0.040*  | 2.34  | 1.00   | 5.48  |
|   |           |            | Chi-sq.             | DF | p-value |       |        |       |
|   |           | Likelihood |                     |    |         |       |        |       |
|   |           | Ratio      | 15.0795             | 5  | 0.01    |       |        |       |
|   |           | Wald`      | 12.3573             | 5  | 0.0302  |       |        |       |

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

As seen in Table 4.9, three variables were found to be statistically significant at  $p < .05$  level. Two parenting related variables; a friendly relationship between the boys and their parents/guardians and the perception that parents did their best to provide the boys with basic needs were found to be statistically associated with the outcome variable of maladaptive

behaviour. Accordingly, boys with non-violent behaviour had 3.94 times higher odds to be friends with the parents when compared to those with violent behaviour. Violent behaviours included: rape, physical attacks and stealing while non-violent behaviour included running away from home and dropping out of school.

This study established that parenting contributes to the behaviour challenges the boy child face with friendly relationship between the boys and their parents/guardians and the boys' perception that their parents/guardians did their best to provide them with basic needs at ( $p=0.014$  and  $p=0.04$ ).

Boys with non-violent behaviour are 3.25 times higher odds than those with violent behaviour to have the perception that their parents did their best to provide them (boys) with basic needs. Age, which was the control variable was also found to be statistically significant where the older boys were found to have 2.34 times higher odds than younger boys involving in violent behaviours.

In conclusion, the logistic regression model showed support of the alternative parenting hypothesis because two variables (friendship with parents and perception of parents' effort to meet the boys' basic needs) were found to be statistically significant. In addition, the control variable' age' was also found to be statistically associated with the type of behaviour. The study findings are consistent with past findings by Binh (2012), Buehler (2006) and Manh (2003) who found parenting to influence a child's behaviour. For example, Buehler (2006) indicated that if a parent acts in a negative way, the child is more likely to follow their parents' negative attitude and generalize this attitude to the rest of society.

#### **4.5 Role of Society in Maladjusted Behaviour of the Boy-child**

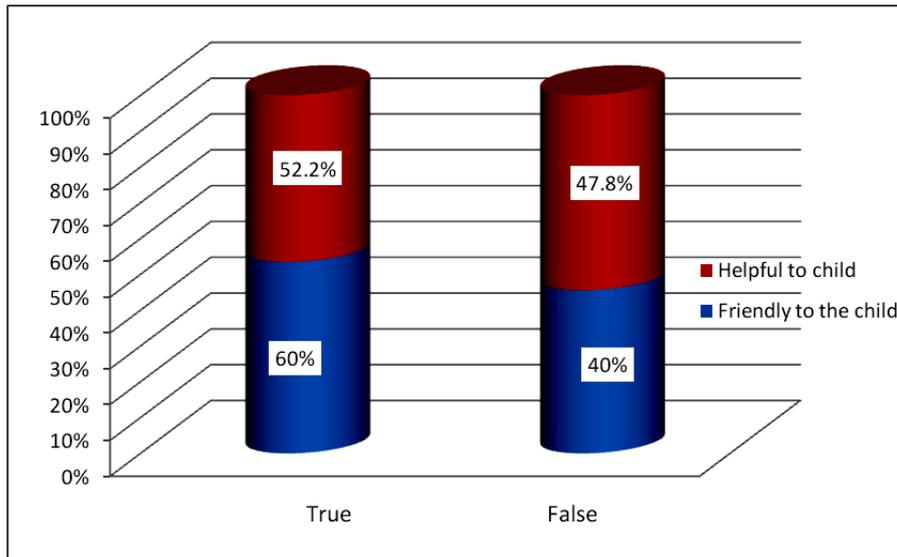
The people that individuals interact with outside their families form a large part of their social environment. It was therefore necessary to find out the kind of social environment that the boys lived in, in terms of the behaviour exhibited by the people they interacted with in their communities. This was on the basis of the principle by social learning theorists that behaviour is learned through observation and imitation of the people an individual interacts with. In addition, firm identity is achieved from social solidarity with the communities we grow in. Through this interaction and reinforcement (both positive and negative) from the society, behaviour is influenced positively or negatively depending on whether the people that an individual interacts with are well adjusted or not. Information on some of the undesirable behaviours by people in the communities where the boys came from is shown in Table 4.10

**Table 4.10: Undesirable Behaviours in the Community**

|       | Alcohol/drugs used<br>by adults |         | Bhang/ drugs<br>easily accessible to<br>children |         | Rape cases |         | Murder cases |         | Fights    |         | Abusive language |         |
|-------|---------------------------------|---------|--|---------|------------|---------|--------------|---------|-----------|---------|------------------|---------|
|       | Frequency                       | Percent | Frequency  | Percent | Frequency  | Percent | Frequency    | Percent | Frequency | Percent | Frequency        | Percent |
| True  | 76                              | 84.4    | 64   | 71.1    | 67         | 74.4    | 62           | 68.9    | 67        | 74.4    | 70               | 77.8    |
| False | 14                              | 15.6    | 26   | 28.9    | 23         | 25.6    | 28           | 31.1    | 23        | 25.6    | 20               | 22.2    |
| Total | 90                              | 100.0   | 90   | 100.0   | 90         | 100     | 90           | 100.0   | 90        | 100     | 90               | 100.0   |

Most boys (84.4%) had encountered adults who abused alcohol/drugs, 77.8% used abusive language and 74.4% acknowledged awareness of rape cases in their communities. Majority of the boys (74.4%) had also witnessed fights among adults including religious and political leaders. Majority of the boys (71.1%) indicated that accessibility to drugs was easy and 68.9% reported that there were murder cases in their communities. These findings suggest an environment proliferated with anti-social behaviours that may have encouraged undesirable behaviours among the boys.

The findings are consistent with those of McCord, Widom and Crowell (2001) and Mincey, Maldonado, Lacey and Thompson (2008) which pointed to a powerful connection between residing in an adverse environment and participating in criminal acts. This resonates Bandura's (1977) social learning theory principle that children tend to take up the behaviours they observe from the people around them. Therefore, the society could be viewed as having had some influence on the maladjusted behaviour of the boy-child. The undesirable behaviours witnessed by the boy-child in his community suggest the importance of modelling appropriate behaviour. This would create a healthy social environment from which children would learn pro-social behaviours. Data on how the boy-child related with his relatives as well as neighbours was sought on the basis that they form part of his social network. Thus, as his socializing agents, how he related with them influenced his personality development. This information is presented in Figure 4.11:



**Figure 4.11: Boy-child's Relationship with Relatives and Neighbours**

Despite the undesirable behaviours in the boy-child's environment as shown in Table 4.10, Figure. 4.11 shows that more than half of the boys had friendly relatives and neighbours (60%) and about half (52.2%) of them had received help from them when they needed it. In this respect, therefore, the findings suggest a social environment that is to some extent healthy for development of a stable personality.

From a traditional perspective, the wellbeing of children is a communal responsibility (Kabeca, 1985 & Kimani & Kombo, 2010). Members care to meet the needs of other children in the society besides their own as is the case with many in the contemporary Kenyan society (Kimani & Kombo 2010). However, it should be noted that the assistance from the members of larger society is limited in many ways as it may not be consistent. For example, members of the society give what they have and not what the boys may need. Moreover, it is not an obligation. Therefore, the assistance from the society may not be binding, though it is important.

The findings also revealed that 40% of the boys and nearly half of them (47.8%) indicated that they had unfriendly and unhelpful relatives and neighbours respectively. Having unfriendly and unhelpful relatives and neighbours may translate into the boy-child developing a feeling of rejection leading to a low level of neighbourhood attachment-positive feelings of belonging and being valued (Dong & Hung, 2001).

The study also sought to establish if the boy-child received any guidance from their neighbours/adults around them and if they knew of neighbours who took their time to guide their children. This was found to be important on the basis that there might have been some boys who did not have parents/guardians who could give them the necessary guidance on how to live a well adjusted life. It was also on the assumption that, like in any African traditional setting, a child belonged to the whole community where members showed concern over their neighbours children. The responses given would shed some light on the role of the society in behaviour maladjustment of the boy-child. This information is to be found in Table 4.11.

**Table 4.11: Societal Guidance of Boy-child**

|       | There was a grown-up for guidance |         | There were people who provided guidance to children in my neighbourhood |         |
|-------|-----------------------------------|---------|---|---------|
|       | Frequency                         | Percent | Frequency   | Percent |
| True  | 25                                | 22.2%   | 24  | 73.3    |
| False | 65                                | 77.8%   | 66  | 26.7    |
| Total | 90                                | 100.0%  | 90  | 100.0   |

Responding to the role of the society on child guidance, 77.8% of the boys indicated having not had an opportunity to receive guidance from a grown-up in their communities on what they did while 73.3% acknowledged being aware of people in their neighbourhoods who took their time to guide children. The indication of having not received guidance by most boys may partly be attributed to the fact that they spent most of their time playing with friends and watching movies as earlier seen in Figure 4.7. This suggests that the boy-child minimally interacted with adults, hence minimal opportunities for any possible guidance. Moreover, changes in the family structure as observed by Kimani and Kombo (2010) and Naggaddya (2011) where many households are in urban set-ups as opposed to traditional households that were in rural environment where parenting was communal-based have compromised parenting. As a result, in the absence of extended family members children find themselves with their peers who have been left on their own too.

To establish if the society had a significant effect on the boy-child's behaviour maladjustment, Hypothesis 2:  $H_0$  Society does not have a role in behaviour maladjustment of the boy-child was tested using logistic regression. The maladaptive behaviour response variable created earlier on was used to model the society related variables. The results are shown Table 4.12.

$H_0$  : Society does not have a role in behaviour maladjustment of the boy-child

*Table 4.12: Logit Model of Society Influence on Boy-child Behaviour*

| Variable                    |           |            |                     |         |         | Odds   |        |       |  |
|-----------------------------|-----------|------------|---------------------|---------|---------|--------|--------|-------|--|
| Name                        | Estimates | Std. Error | Wald X <sup>2</sup> | DF      | p-value | Ratio  | 95% CI |       |  |
| Intercept                   | -0.635    | 0.843      | 0.568               | 1       | 0.451   | -      | -      | -     |  |
| Sale of alcohol to children | -1.073    | 0.557      | 3.708               | 1       | 0.05*   | 0.342  | 0.115  | 1.019 |  |
| Many murder cases           | 0.711     | 0.591      | 1.446               | 1       | 0.230   | 2.035  | 0.639  | 6.483 |  |
| Leaders fights              | 0.597     | 0.578      | 1.067               | 1       | 0.302   | 1.817  | 0.585  | 5.641 |  |
| Rape cases                  | -1.692    | 0.711      | 5.669               | 1       | 0.017*  | 0.184  | 0.046  | 0.741 |  |
| Age                         | 1.115     | 0.455      | 6.008               | 1       | 0.014*  | 3.05   | 1.25   | 7.441 |  |
|                             |           |            | Chi-sq.             | DF      | p-value |        |        |       |  |
|                             |           |            | Likelihood          | 13.6154 | 5       | 0.018* |        |       |  |
|                             |           |            | Ratio               |         |         |        |        |       |  |
|                             |           |            | Wald                | 10.6178 | 5       | 0.050* |        |       |  |

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

As can be seen in Table 4.12 three independent variables were found to be statistically significant at  $p < .05$  level. These were; sale of alcohol to children, rape cases and age. The boys who came from communities where alcoholic drinks were sold to children by adults had 65% lower odds of being non-violent. In other words, for those who came from communities where there were rape cases had 82% lower odds of engaging in non-violent behaviour.

Older boys were found to have 3.05 times higher odds than their younger counterparts to engage in maladaptive behaviour. This study also established that society contributes to the behaviour challenges the boy-child face with adults in his community selling alcoholic drinks to him and many rape cases being statistically significant in influencing the boy-child's behaviour at  $p=0.05$  and  $p=0.017$  respectively.

In conclusion, the logistic regression model showed support for the role of society in influencing the behaviour of the boy-child because the two variables (selling of alcoholic drinks to children by adults and many rape cases) were found to be statistically significant. This finding is supported by Mincey et al. (2008) which showed that children in environments where they are exposed to criminal activities have a likelihood of emulating the behaviours because they consider them acceptable. The finding is also echoed by Bandura's (1977) social learning theory: the principle that children tend to take up the behaviours they observe from the people around them. Additionally, the control variable 'age' was also found to be statistically associated with the kind of role models in the communities where the boys came from.

Generally, the responses given by the boy-child portray a dysfunctional society proliferated with various anti-social behaviours. Alcohol and drugs were easily accessible to children and adults who included religious and political leaders fought and used inappropriate language. Rape and murder cases were also present. Children growing in such environments are more likely to emulate the behaviours because they consider them acceptable. Responses also suggest inadequate guidance of the boy-child by the adults in the community. Thus, the society has contributed to the behaviour maladjustment of the boy-child.

#### 4.6 Effects of Peers on the Behaviour of the Boy-child

Data was sought to establish if peer influence had contributed to behaviour maladjustment of the boy-child. This was based on some of the common law violating behaviours by adolescents according to Sander (2006). Peer pressure is an element often associated with deviant socialization that stresses all manner of antisocial behaviours. A child who becomes involved with peers who engage in anti-social behaviour is presumed to learn the techniques and attitudes that support delinquency and become cut off from more conventional associates and institutions (Ujo, 2012). Though peer influence in this case has generally a negative impact, it can as well have a positive effect as noted by Treynor (2009) if the peers with whom a child associates with are well adjusted. The results presented in Table 4.13 demonstrate some of the antisocial behaviours that the boy-child reported as having acquired through peer influence.

**Table 4.13: Peer influence on Boy-child's Behaviour**

|          | Stealing  |         | Raping    |         | Use of Insults or obscenities |         | School dropout/ runaway home |         |
|----------|-----------|---------|-----------|---------|-------------------------------|---------|------------------------------|---------|
|          | Frequency | Percent | Frequency | Percent | Frequency                     | Percent | Frequency                    | Percent |
| Agree    | 65        | 72.2    | 62        | 68.9    | 75                            | 83.3    | 69                           | 76.7    |
| Disagree | 25        | 2.87    | 28        | 31.1    | 15                            | 16.7    | 21                           | 23.3    |
| Total    | 90        | 100.0   | 90        | 100     | 90                            | 100.0   | 90                           | 100.0   |

Use of insults/obscenities was expressed by nearly all (83.3%), stealing (72.2%) and raping (68.9%). In the same vein, 76.7% of the respondents agreed that they were encouraged by their friends to drop out of school and or run away from their homes. These findings are consistent with those of Sullivan (2006) who found peer pressure to be the strongest predictor of delinquency compared to family factors and childhood emotional and behavioural

problems. The researcher also sought to find out the kind of friends the boy-child had in terms of whether they were disobedient or not. The responses are presented in Table 4.14.

**Table 4.14: Boy-child's Friends**

| Boy-child's Friends |          |           |         |               |                    |
|---------------------|----------|-----------|---------|---------------|--------------------|
|                     |          | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid               | Disagree | 16        | 17.8    | 18.0          | 18.0               |
|                     | Agree    | 73        | 81.1    | 82.0          | 100.0              |
|                     | Total    | 89        | 98.9    | 100.0         |                    |
| Missing             | System   | 1         | 1.1     |               |                    |
| Total               |          | 90        | 100.0   |               |                    |

Table 4.14 shows that a large number (82%) of the boys attested to having had disobedient friends. This is in agreement with findings by Le, Monfared and Stockdale (2005) that delinquent youths are more likely to be affiliated with delinquent friends compared to non-delinquent youth. "Birds of the same feathers flock together," a common saying that fits the explanation of affiliation of delinquent youths with delinquent friends. Important to recall from the previous responses by the boys is the fact that many of them indicated having spent most of their time with their friends and others living with them. Thus, the maladaptive behaviour of the boy-child in the context of this study may be attributed to influence by his peers.

To establish if peers had a significant effect on the boy-child's behaviour maladjustment, Hypothesis 3: peers have no influence on the behaviour of the boy-child, was tested using a

logistic regression model. To do this, dichotomous dependent variables were created. The results are shown in Table 4.15.

**Table 4.15: Logit Model of Peer Influence on Boy-child Behaviour**

| Variable Name                      | Estimates | Std. Error | Wald X <sup>2</sup> | DF | p-value | Odds  |        |       |
|------------------------------------|-----------|------------|---------------------|----|---------|-------|--------|-------|
|                                    |           |            |                     |    |         | Ratio | 95% CI |       |
| Intercept                          | 3.048     | 1.275      | 5.718               | 1  | 0.017*  | -     | -      | -     |
| Age                                | -0.823    | 0.429      | 3.687               | 1  | 0.050*  | 0.439 | 0.190  | 1.017 |
| Dropping out of school             | -2.255    | 1.103      | 4.181               | 1  | 0.041*  | 0.105 | 0.012  | 0.911 |
| Friends and running away from home | 0.441     | 0.643      | 0.470               | 1  | 0.493   | 1.554 | 0.441  | 5.475 |
| Learn insults                      | -0.020    | 0.536      | 0.001               | 1  | 0.970   | 0.980 | 0.343  | 2.803 |
| Disobedient boys                   | 0.177     | 0.683      | 0.067               | 1  | 0.796   | 1.193 | 0.313  | 4.550 |
|                                    |           |            | Chi-sq.             | DF | p-value |       |        |       |
|                                    |           | Likelihood | 11.442              | 5  | 0.043*  |       |        |       |
|                                    |           | Ratio      |                     |    |         |       |        |       |
|                                    |           | Wald       | 8.067               | 5  | 0.153   |       |        |       |

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

In testing hypothesis 3, two variables were found to be statistically significant, why the boys had dropped out of school and age. The older boys had 60 percent lower odds to be non-violent. Boys who dropped out of school had 90 percent lower odds of being non-violent.

However, none of the peer influence related variables were found to be statistically significant. This logit model was a less parsimonious one in testing hypothesis of peer influence on the boy-child's behaviour maladjustment because none of the variables of interest were found to be statistically significant. Thus, from these findings, it is inconclusive whether peer pressure has influence on the boy-child's behaviour or not. This was after modelling peer influence variables with one or two control variables. Hence, test of hypothesis three on peer influence needs to be explored with other statistical tools to examine the association between boys' behaviour and peer influence.

Lack of support of this hypothesis is inconsistent with the previous findings on the role of peers in influencing behaviour by researchers such as Binh (2012), Kim & Goto (2000), Naggaddya (2011) and Zarbatany and Ellis (2007) who found peer influence to be positively correlated with delinquency. In fact, Sullivan (2006) found peer pressure to be the strongest predictor of delinquency compared to family factors, a variable that this study has found to be statistically significant in influencing the behaviour of the boy-child.

Descriptive data indicated that the peers had influenced the boy-child's behaviour. For instance, most boys were found to have dropped out of school and stayed away from home due to the influence of their friends. Naturally, it is expected that friends will in a way influence each other positively or negatively depending on the kind of friends one has.

#### **4.7 How to Encourage Pro-social Behaviour among Boys**

Data on how to encourage pro-social behaviour was also sought from all the respondents. Data from the parents/guardians is incorporated into the suggestions given by the boys and this is presented in Table 4.16.

**Table 4.16: Measures to Correct/Prevent Behaviour Maladjustment**

|   | Frequency | Percent |
|---|-----------|---------|
| Offer them good guidance/counseling   | 23        | 25.6    |
| Provide them with basic needs   | 28        | 31.1    |
| Show them love  | 6         | 6.7     |
| Offer care and protection to orphans and those without responsible parent(s). | 18        | 20.0    |
| Adults to set good example to children  | 15        | 16.7    |
| Total   | 90        | 100.0   |

It is observable in Table 4.16 that the majority of the respondents (31.1%) suggested adequate provision of basic needs by parents/guardians and well-wishers. Lack of basic needs was given by most boys as a reason that led them to steal, a behaviour that caused many of them to drop out of school and eventual placement in the rehabilitation. From Maslows' point of view basic needs are crucial for human survival Gilbert et al., 2011). Hence, their provision would perhaps help in dealing with the problem of stealing, a behaviour generally viewed as undesirable thus one of the indicators of behaviour maladjustment. Guidance for children was suggested by 25.6%.

In the preceding sections, all the participants admitted that the boy-child had received some guidance from his parents and the adults around him. In responding to measures to correct/prevent behaviour maladjustment, a manager of one of the rehabilitation institutions suggested:

Guidance and counselling should be provided both at home and in school where children spent most of their time.

In exploring how the boys spent most of their time while at home, (28%) indicated watching television. Therefore, at societal level of socialization, incorporating aspects that support acceptable behaviour standards in various television programmes and movies may encourage pro-social behaviour. The suggestion on guidance and counselling by the boys is in line with Garfield (2001) who holds that verbal interventions affect changes in attitude, perceptions, thoughts and feelings. Since it is assumed that a person's actions are guided by such subjective qualities, it is anticipated that if a person can be brought to think and hence feel differently he will inevitably come to act differently as well (Haggerty et al., 2013).

It can also be recalled from the previous section that responses from the participants (the boys and their parents/guardians) suggested that the parenting of the boy-child was inadequate in terms of provision of basic needs and the way he related with his parent/guardian. This inadequacy seems to be supported by the suggestions given by the rehabilitation staff on how to encourage pro-social behaviour. One of the rehabilitation staff had this to say:

Some of these parents need counseling more than their own children do. Some of the boys tell us that they are the ones who took care of themselves and their siblings because their guardians/parents were hardly available for them.

The excerpt suggests a consideration to empower parents/guardians through psycho-education for instance, on the importance of adopting appropriate behaviours as role models to their children. Consequently boys may acquire pro-social behaviour from their parents/guardians.

The suggestion given by the rehabilitation staff support findings by Agnew and (2005) Barnes et al. (2006) on the importance of creating a nurturing environment. According to the

authors, parents who create such an environment encourage children to want to behave in an altruistic way so that there is identification with them. The two scholars, however, add that parents must go beyond this simple model and take a more active role, teaching children new skills and limiting behaviour. Parents' acceptance, attention, involvement and sensitivity to children's needs are some of the major forces in helping children become responsible, competent, happy individuals (Barnes et al., 2006).

Offering care and protection to orphaned children and those with irresponsible parents was a suggestion given by (20.0%) of the boys. This suggestion is similar to the one given by the rehabilitation staff. Many of them were of the view that the maladjusted behaviour amongst most of the rehabilitees was as a result of ineffective and irresponsible parenting coupled with lack of adult-care of orphaned children. The following were some of their views as expressed by a manager of one of the rehabilitation institutions:

Some of these children lived on their own after being orphaned or after their parents disappeared. There are also those who lived with their friends. To survive, many turned to stealing and drug trafficking. Early identification of such children by the government, non-governmental organizations, churches and other well wishers can help lower the ever increasing number of children with behaviour maladjustment.

Another staff said:

We have met some of their parents and after listening to them, we have realized that many are quite irresponsible. There are those who are ever intoxicated and a number also come here and use very vulgar language. Provision of care and protection of children with such parents would assist in dealing with the boy-child's behaviour maladjustment.

Featuring too was appropriate role modelling by adults (16.7%). Some rehabilitation staff expressed views similar to those given by the boys. One of them remarked,

Our society has lost its moral fibre. Many adults today fight and use naughty language with ease without caring about their audience. As a result, children copy his behaviour. Setting a good example by adult members of the society can help reduce the rising number of children adopting anti-social behaviour.

Some other staff had the following to say:

There are families where parents and other members fight amongst themselves and with neighbours and call each other names in the presence of their children. What do you expect of children surrounded by such people who are their immediate role models? There is need for adults to behave well in the presence of children.

These findings are consistent with Agnew, (2005) findings that a healthy social environment will ensure well adjusted individuals in the society. To deal with behaviour maladjustment among children, Binh (2012) proposed the solution of purifying the social environment to make the social cultural environment healthy, including family and community environments where they are living.

Parents/guardians suggested legal measures being taken against irresponsible parents. One guardian said:

Parents who spend their day drinking and forget that they have children to take care of should be sued for negligence of their parental responsibilities.

Similarly another indicated:

Parents who take along their children to drinking places should be arrested because children get exposed to antisocial behaviours especially bad language.

Besides, other rehabilitation staff as well as parents/guardians felt the society no longer disciplined or cared to correct children when they found them doing something wrong. A guardian grandmother to one of the rehabilitees said:

Our children are getting lost because unlike in the past, you cannot discipline your neighbour's child in case you found him doing something wrong. If you do so, the parents can sue you and you might be found guilty of violation of children's rights.

The response given above by the guardian grandmother raises a concern of what authority adults in the society have to correct children if their own characters are questionable as suggested by most of the respondents. In addition, if the adults with whom the boy-child interacted with before being put in the rehabilitation were not well adjusted, then they may have approved his behaviour maladjustment thus could not correct him.

Another guardian said:

Many young girls are becoming mothers today and have no idea of what parenting entails and their parents just leave them to live on their own. Such young mothers need assistance from their parents and other community members. I wish we could embrace the traditional communal system of parenting where everyone cared about the wellbeing of not only their children but of their neighbours' as well.

The parents/guardians seem to approve of traditional communities where families were very close to each other, cared about their children as well as those of other members of their community (Kabeca, 1985). Holden (2010) found that setting particular standards of behaviour and socializing children to them would help families participate in guiding, protecting and taking care of their neighbours' children without becoming victims of subjective sentiment and wrong evaluation of children's behaviour among other things. Behaviour standards in the Kenyan context could probably be set at community level by socializing agents such as churches and local governments. The practice of many parents taking care of their children only is a trend in the contemporary society found especially in urban setups. The respondents views are further closely related to those of Binh (2012) that ensuring optimal compliance with regulations of state law, community regulations about culture of behaviours in public and satisfying legitimate needs of children's development among others lead to a healthy environment that has no place for unacceptable behaviours to blossom and spread.

A staff in one of the rehabilitation institutions suggested:

People should refrain from unaccepted behaviours such as violence, irresponsible use of alcohol and drug abuse and use of obscene language among others. Children copy the ways of the people around them.

A manager of one of the rehabilitation institutions also suggested:

Detrimental behaviours such as strikes and demonstrations where adults degrade their non-striking or 'uncooperative' colleagues through physical attacks, name calling and even stripping them naked among other vices as recently witnessed in a teachers' strike creates an environment for children to pick antisocial behaviour. This should be discouraged as it is tantamount to inappropriate role modelling.

Law enforcement on people who engage children in drug trafficking, selling alcohol and drugs to them was a common suggestion by both the rehabilitation staff and the parents/guardians. One staff said:

Anyone found selling alcohol to children should be arrested.

A parent had this to say,

Why should the government let adults continue using children to mint money by selling drugs to children and engaging them in drug-trafficking? Something must be done.

In addition, a manager of one of the rehabilitation institutions said:

To address the problem of behaviour maladjustment in our children, there is need for churches and other institutions to advocate and sensitize parents on the importance of working towards having functional families that provide an environment conducive for children to acquire pro-social behaviours. Irresponsible consumption of alcohol and other drugs by parents compromised responsible parenting.

The findings show that provision of basic needs to children, guidance and care, role modelling of appropriate behaviours by adults and responsible parenting could encourage pro-social behaviour. Psycho-education for parents on responsible parenting and taking legal measures against people who break the law such as selling alcohol and drugs or engaging children in drug trafficking were also suggested. Generally, the suggestions point to the importance of having adults who are well adjusted and parents/guardians who take their parenting roles seriously. This is because the boy-child's behaviour seems to have been influenced by the parenting he received and the people he interacted with.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The main purpose of this study was to find out the societal factors and behaviour maladjustment of the boy-child while focusing on boys in three rehabilitation institutions in Nairobi and Kiambu Counties, Kenya. The specific objectives of this study were to:

- a) Determine the role of parenting in behaviour maladjustment of the boy-child.
- b) Establish the role of the society in behaviour maladjustment of the boy-child.
- c) Find out the role of peers on the behaviour of the boy-child.
- d) Establish what needs to be done to encourage pro-social behaviour among boys in Nairobi and Kiambu Counties.

In this Chapter, the key findings of the study are discussed based on the objectives and conclusions drawn. Policy-based recommendations arising from the findings are also given and finally areas of further research identified.

#### **5.2 Summary of the Findings**

##### **a) Influence of Parenting on the Boy-child**

Parenting was considered in terms of provision of basic needs, role modelling, parent-child relationship and disciplining/guidance. Generally, the findings reveal that the parenting of the boy-child was to some extent faulty in a way that it contributed to his behaviour maladjustment. Parents are the key players in the development of children. They are expected to nurture and control the behaviour of children as they grow and develop. Nurturing which refers to how a child is raised and taken care of includes guidance, provision of basic needs and attachment. Guidance which is an element of socialization starts at family level with parents playing a major role as child's primary socializing agents (Maseko, 2009). The

approach used, however, may help or hinder progress toward –or abandonment of a particular course of development. In guiding children, parents/guardians need to demonstrate the principles they put forth for the children to follow. For example, practicing the values they want their children to adopt. Provision of guidance in the absence of basic needs may have little effects. Maslow cited in Crain (2011) noted that basic needs are essential for human survival. Hence, it is a prerequisite for adherence to moral values. Although the boy-child was given guidance, (see Table 4.5, p. 62) he still involved himself in antisocial behaviours. Parents should therefore, be committed in meeting the basic needs of their children because failure to do so may attract involvement in antisocial behaviours. This is demonstrated by some findings in this study. For instance, almost half of the boys indicated that their parents/guardians did not provide them with basic needs (see Table 4.7, p. 72). It can also be recalled that stealing was one of the behaviours that had led majority of the boys to be placed in rehabilitation institutions and that majority of them perceived that children steal due to lack of basic needs (see Figure 4.5, p. 56 and Table 4.4, p.58 respectively).

Concerning parent-child relationship, the findings of the current study reveal a lack of attachment between the boy-child and the parent/guardian. This is seen in the little time they spent together and the distant relationship that seems to have existed between them as revealed by the responses from both the boys and their parents/guardians. For instance, few parents/guardians invited the boys to accompany them to the places they went or to share family chores with them while at home. Also, majority of the parents expressed having had inadequate time for the boys and the boys indicating having spent most time with their friends. Thus, the parents/guardians and the boy-child seems to have had limited time for bonding. This led the boys to turn into delinquents. If the boys had formed strong bonds with

their significant others, this could have been avoided as attachment is an essential aspect of parenting.

Bowlby (1965), in his attachment theory, emphasized the importance of bonding between a child and a parent/caregiver. Secure attachment helps a child to develop a sense of identity, self-worth and a sense of security in negotiating life's challenges (Fearson et al., 2010). Securely attached adolescents are less likely to engage in high risk behaviours. Conversely, insecurely attached adolescents were found to have low self-worth and a sense of insecurity and to adopt antisocial behaviours (Fearson et al., 2010). Hence, there is a connection between insecure attachment and behaviour maladjustment. Therefore, the boy-child's behaviour maladjustment could be associated with insecure attachment and this is indicative of a defective parenting approach.

On the other hand, control refers to limiting where children go, who they associate with, how they spend their free time and disciplining them when they do something wrong. Failure to do so may predispose the boy-child to maladjusted behaviour. This study found that most parents/guardians used harsh punishments in disciplining the boy-child for doing something wrong and were also inconsistent

Findings by Nagaddy (2011) show that harsh punishments do not stop undesirable behaviours but instead enhances them. This is because the child may view the punishment as unfair and unjust and this can cause them to act out. Crosswhite and Kerpelman (2009) found effective punishment to involve consistency and administering it at the sighting of undesirable behaviours.

Role modelling appropriate behaviour is an important aspect in helping children to develop desirable behaviours. This is because as surmised in social learning theory by Bandura (1977), behaviour is learned through watching and imitating other people. Unfortunately, this study found that some parents/guardians exhibited inappropriate behaviours in the presence of their children. For instance, some of them went home intoxicated of alcohol and other drugs. They also fought and used abusive language in the presence of the boys. This is consistent with findings by Neuert (2007) that there were many incidences of abuse of women by their husbands in the presence of their children. From a social learning theory perspective, a boy-child from such a family is likely to adopt the violent behaviour observed from the parents/guardians. Capaldi and Petterson (1991) indicates the importance of consistency in the value systems so that the children can get proper direction free from contradictions that would bring confusion in conceptualization of desired behaviour. The behaviour modelled by the boys' parents; exhibiting undesirable behaviour contradicts the behaviour socially expected of him leading to identity crisis.

In society, children are surrounded by many influential models such as friends within peer group, relatives and characters on television. These models provide examples of behaviour to observe and imitate (McLeod, 2011). According to McLeod, children pay attention to some of these people (models) and encode the behaviour they have observed regardless of whether it is appropriate or inappropriate. Neuert (2007) and Mbevi (2010) found male role models to have more influence on a boy-child's character. This may therefore be suggesting that the boy-child's behaviour maladjustment has been imitated from the males he interacted with particularly. It is therefore important for people in the society to understand the role they play in determining the behaviour outcome of children.

## **b) Role of the Society in Maladjusted Behavior of the Boy-child**

From social learning theory standpoint children acquire behaviour by observing and imitating the people around them. These are people at both the family and society levels. Thus, families and the larger society provide sources for role models to children. This study has established that many adults engaged in undesirable behaviours such as: alcohol/drug abuse, use of abusive language, and fights which the boy-child had witnessed in his community. Many boys also acknowledged the presence of crimes such as rape and murder in their communities. Furthermore, drugs and alcohol were easily accessible to them. Basing on social learning theory (Bandura, 1977) that guided this study, the people that the boy-child interacted with in his community contributed to his behaviour maladjustment. The findings are consistent with past studies by Mincey et al. (2008) which have shown that children who lived in social environments abounded with social evils are likely to emulate that behaviour. The finding implies the need to encourage individuals to model appropriate behaviours to children so as to create a healthy social environment that will produce well adjusted children. A healthy social environment provides a child with opportunities to learn the values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of his particular society (Binh, 2012). Since this was not the case, the society therefore contributed to the boy-child's behaviour maladjustment.

Findings also show that the boy-child's environment was not entirely unhealthy for adjusted behaviour. More than half of the boys had friendly relatives and neighbours and also received help from them when they needed it. Binh (2012) found mutual affection to create a healthy community that gave no room for unacceptable behaviour to blossom. However, the good role models appear not to have influenced the boy-child's behaviour. As noted by Dong and Hung (2001) if the socialization process of a child is incomplete or negatively focused, it can

produce an adolescent with a poor self-image who is alienated from conventional social institutions and who feels little attachment to a law-abiding lifestyle. This may therefore explain why the boy-child did not learn from good role models in his community.

### **c) Effects of Peers on the Behavior of the Boy-child**

Peer group relation is an element often associated with deviant socialization that stresses all manner of antisocial behaviours. The findings of this study show that the boy-child had acquired several anti-social behaviours out of peer influence. These include: use of insults/obscenities, stealing and raping. Results also indicated most boys as having been encouraged by their friends to drop out of school and or run away from their homes. From Erickson in Mcleod (2008) theory of psychosocial stages perspective, the boy-child may not have formed a mental image of his own “special self” thus became overly concerned with his identity in the eyes of others. He became the person that his peers wanted him to be because he was not sure what kind of a person he wanted to be. This suggests that the society and the significant others failed to help the boy-child to develop a firm identity hence contributing to his behaviour maladjustment. A firm identity requires that the inner sense of sameness and continuity be meaningful to significant others and to correspond to their perceptions and expectations. This ensures recognition from people who are important to the individual.

The study findings also showed that a large number of the boys also had friends who were disobedient. This was in agreement with findings by Le, Monfared & Stockdale (2005) that delinquent youths were more likely to be affiliated with delinquent friends compared to non-delinquent youth.

Most boys also spent most of their time with their friends while others lived with them. This could be linked to the seemingly distant relationship that existed between him and his parents/guardians deduced from the recorded responses in this study. His perception that his parents/guardians did not love him as already indicated in the previous section may have led to feelings of rejection. Thus, he met his need for belonging through the company of his friends.

Although peer pressure is often associated with deviant socialization that stresses all manner of antisocial behaviours, it can also be productive. Allen et al. (2005) found that if one is involved with a group of people who are ambitious and working to succeed, one might feel pressured to follow suit to avoid feeling excluded from the group. Naggaddy (2011) points out that a strong support from family, an ability to differentiate between the positive and the negative and a skill to choose friends from the peers is a strategy to keep away from negative peer pressure. However, positive peer pressure can be achieved if the society at large took seriously their role of providing for, educating and counselling the young people to instill positive values. The traditional society remained sensitive in its action as the members understood that they were models to the young ones and they had well 'cultured' boys (Kenyatta, 1965, Kabeca 1985), families were very close to each other, cared about their children as well as those of other members of their community. To the contrary, the adults in the modern society abscond on their parental duties and engage in antisocial behaviour in the presence of young boys denying them opportunity to acquire pro-social behaviour, Towards this end, the maladjusted behaviour of the boy-child in the context of this study points to the influence of peers as a result of a weak parenting and the negative social influence.

In general, the findings show that the society has contributed to the maladjusted behaviour of the boy-child from the family to the wider community level. The boy-child's parents/guardians failed to help him negotiate through the earlier and current stage thus he was not able to develop a healthy personality. On the other hand, many people (adults) in the wider society that the boy-child related with exhibited undesirable behaviours. The findings therefore show support of Erikson's (1963) psychosocial stages of personality development and Bandura's (1977) social learning theory that guided this study.

#### **d) Measures to Encourage Pro-social Behaviour among Boys**

The study found that provision of basic needs to children especially orphans and those whose parents had no capacity to do so would encourage pro-social behaviour because those who stole to meet these needs would not have to engage in the behaviour. Most parents/guardians also indicated that they were struggling to feed their children. Basic needs are primary for human survival (Maslow, 1987). Hence, their provision may help in dealing with the problem of stealing, a behaviour that indicates maladjustment. The economic recession being experienced by many people globally as noted by Elder & Ardel, (2002), has placed a lot of pressure on parents making them unable to balance and play their roles effectively. This is seen in the way some parents/guardians were forced to be away from their families in an effort to meet the basic needs of their children.

Provision of guidance/counselling to both the boys and their parents/guardians was recommended by all the respondents. Guidance empowers an individual with skills to cope with life's challenges. Children, for instance, would be helped to build their self-esteem which in turn would empower them to resist being lured to engage in undesirable behaviours by the people around them. Children require constant guidance to ground them to the

expected behavioural standards. Today, there are different mediums through which children learn from. Therefore, parents/guardians need to be sensitized on how to monitor and guide their children appropriately. They also need to be empowered in their important role in influencing the behaviour outcome of their children. They are, for instance, expected to provide a nurturing environment for their children so that they can well be adjusted. Barnes et al. (2006) and Binh (2012) found that parents who create a nurturing environment (responding to a child's need for love, warmth and security) encourage their children to want to imitate their behaviour and thus behave in an altruistic way so that there is identification with them. According to the findings of this study, many parents/guardians portrayed behaviours that degraded their moral authority to guide their children. For example, one of the rehabilitation staff indicated that when asked to visit their sons in the institutions, majority of them turned up drunk. They also used threatening and vulgar language on both the children and the staff. Hence, psycho-education would be of help in encouraging pro-social behaviour among boys.

Education and religious institutions such as schools and churches can also play an important role in inculcating pro-social behaviour in children. Most children are in school from early childhood through adolescence and this would be a good opportunity to guide and teach values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of his particular society. Teachers are a source of authority to children and are likely to follow their guidance. However, teachers just like the parents/guardians would need to have moral authority over the children for their guidance to have the expected impact. As the custodians of moral values in any society, religious institutions have a role to play in teaching and guiding children. Most religious institutions have set times when their followers gather to worship. It is during such gatherings that the religious

authorities/leadership can teach children moral values which would translate to adopting pro-social behaviour. These institutions therefore need to be encouraged to put in place social structures where children can be receive guidance on regular basis. In the absence of social structures such as initiation forums that existed in the traditional communities, the youth in the contemporary society are bound to digress from the expected behavioural standards.

Television was also suggested as a good medium to communicate and encourage pro-social behaviour. This was on the basis that children spend a lot of time watching television programmes especially during the weekends and holidays. The suggestion on guidance and counselling by the participants is in line with Garfield's (2001) findings that verbal interventions affect changes in attitude, perceptions, thoughts and feelings. Since it is assumed that a person's actions are guided by such subjective behaviours, it is anticipated that if a person can be brought to think and hence feel differently he will inevitably come to act differently as well (Haggerty et al., 2013).

Offering care and protection to orphaned children and those with irresponsible parents was another suggestion given by both the boys and the rehabilitation staff. According to responses from majority of the rehabilitation institutions, faulty parenting practices coupled with lack of adult-care of orphaned children had contributed to the behaviour maladjustment of the boy-child.

Children in such circumstance are vulnerable to adopting maladjusted behaviours and risky lifestyles such as drugs and substance abuse. According to the Convention on the Rights of the Child, every child has the right to: special protection and nurturing care, to association with both parents, as well as the basic needs for food. There is a need therefore for the

society/government to, for example, facilitate vulnerable children to receive the requirements for normal development, the right of the hungry child to be fed and the rights of an orphaned/abandoned child to be sheltered. This would contribute to encouraging pro-social behaviour.

There is need for adults to set good examples (role models) to children by adopting appropriate behaviours. This was in accordance with the responses from all the participants that the boy-child had been exposed to inappropriate behaviours by adults at family and community levels. Naturally, adults are models from whom children learn behaviour. Hence, the behaviour that a child exhibits is a reflection of the adults that he relates with. Role modelling of the appropriate behaviour by adults is therefore very key in helping children acquire pro-social behaviour. In his famous Bobo doll experiment, Bandura (1977) demonstrated that children learn and imitate behaviours they have observed in other people. A child's social context therefore plays a major role in determining his behaviour outcome. Past studies by Barnes et al. (2006) found that a healthy community environment to encouraged acceptable behaviours to blossom among children. This points to the need for the society to role model desirable behaviour so that children can learn pro-social traits.

Taking legal measures against irresponsible parents was another suggestion given. Parents have a duty to provide for the emotional and physical well-being of their children. Taking legal measures against parents who neglect their parental duties may discipline parents/guardians thus protecting the violation of children's rights. Taking children along to drinking places may exposes them to ill behaviour often associated with drunkards. Ensuring optimal compliance with regulations of state law is one of the ways of creating a healthy social environment in which children acquire appropriate behaviour (Binh, 2012). Embracing

the traditional communal system of parenting was also suggested as a mechanism to encourage pro-social behaviour. This suggestion supports the African traditional community system of parenting as given by Kabeca (1985) where families were very close to each other, cared about their children as well as those of other members of their community.

Generally, the study established that defective parenting approaches, inappropriate role modelling by adults and peer influence had contributed to the behaviour maladjustment of the boy-child. Thus, there is need to sensitize parents/guardians on their important role in influencing the boy-child's behaviour in addition to empowering them with appropriate parenting skills and knowledge. Role modelling by adults in the community would contribute to a healthy social environment where children would acquire socially acceptable behaviours.

### **5.3: Conclusions**

Drawing from the findings of this study, it can be concluded that parenting which is fundamental in moulding a child's behaviour is defective. To a larger extent, the absence of the father figure and inappropriate behavior manifested by the some male parents in the society has contributed to the behavioral challenges of the boy child. The boy child in rehabilitation centers appears to be experiencing identity crisis as he lacks support and appropriate modeling from the father/male figure as expected from the society. It will be recalled from the theoretical framework that guided this study that firm identity is established within the cultural norms afforded through a congruent and nurturing environment. Further, from literature the family as a primary source of internalization of society's culture and structuring of the personality are key in identity formation. However, from the data it can be

concluded that there are shortcomings from the family has contributed to the problems of the boys in the rehabilitation institutions. The contemporary Kenyan society and specifically the social environment where the boys in the rehabilitation institutions come from appears to be limited in bringing up children in a socially accepted environment that is in line with the socially designed gender roles. More often than not the fathers are absent as the women struggle with most roles. This is evidenced in the boy-child's parents/guardians inadequacy to meet his basic needs, employ effective guidance/discipline approaches on him, have adequate/quality time for him and role model to him appropriate behaviours. The father figure has also been found to be conspicuously absent in the boy-child's life.

The society also has a role in the boy-child's behaviour maladjustment. For instance, the boy-child had witnessed adults from his community fight, use abusive language and abuse alcohol and other drugs which they also easily accessed. Crimes such as stealing, rape and murder were common in the boy-child's community. The society therefore provided inappropriate role models to the boy-child. Since behaviour is acquired from the social environment through observation and later imitation as given in the social learning theory, the boy-child learned the inappropriate behaviour from the society.

Peer influence was found to have no significant role in the boy-child's behaviour maladjustment. This is a new finding considering that it is inconsistent with past findings that have found peers to influence behaviour.

#### **5.4 Recommendations**

- i) There is need for counseling of both the boy-child and the parents/guardians. The boy-child for instance can be helped to seek other alternatives to meet his basic needs other than resorting to stealing. Parents/guardians on the other hand can be helped to understand their role in determining the behaviour of children.
  
- ii) Empower parents/guardians through psycho-education on parenting. Parents need to be equipped with knowledge and skills for instance the importance of parent-child bonding and role of a father figure especially in shaping the boy-child's behaviour.
  
- iii) Economic empowerment for the parents/guardians. This could be achieved for instance by enacting the policy on the monthly remittance to the elderly people in the society some of whom are guardians to their grandchildren. Such would assist in protecting the boy-child and other children in general against lack of basic needs.
  
- iv) There is need for institutions such as schools, religious movements, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) to encourage behaviour that is appropriate for children to emulate. This is with an aim of creating a healthy social environment that guards the boy-child and children in general against exposure to inappropriate behaviours.
  
- v) The Ministry of Gender and Children's Affairs at county levels should establish centers to cater for orphans and vulnerable children such as those who do not have responsible adults to meet their basic and emotional needs. This would minimize the boy-child's susceptibility to adopting antisocial behaviour.

vi) The Ministry of Culture and Social Services, should consider creating structures and services that enable parents to learn and practice positive parenting that respects children's best interests and their rights as set forth in the Children's Act 38 of 2005.

vii) There is need to have stringent measures in place against people who break the law prohibiting selling of alcohol to children and barring them from entering premises where beer is sold. Data revealed that some parents took along their sons to places they went to drink alcohol. This might help reduce cases of the boy-child's early exposure to alcohol abuse.

### **5.5 Implications for Societal Approach in the Upbringing of the Boy-child**

The findings of this study suggest that the society has not provided the boy-child with a healthy social environment that would facilitate adjusted behaviour. The boy-child is exposed to models whose behaviours are inappropriate. There are cases of adults engaging in undesirable behaviours such as fighting, using inappropriate language, stealing and rape are common. The implication for society, based on this study's findings is that the society needs to realize that children identify, imitate and adapt the behaviour of the people they interact with. Therefore, there is need for the adults who are educators and role models to children to act with sensitivity and the understanding that children are watching and could pick their undesirable behaviour which would hurt their communities. In addition, the society should know that they may not have the legitimacy to correct the antisocial behaviour of the boys if they themselves are incapable of portraying socially desired behaviour. It is, therefore, high time for society to take its responsibilities seriously.

### ***5.5.1. Implications for Theories***

This study was guided by social learning theory by Bandura (1977) and Erickson's (1963) psychosocial stages. Social learning theory holds that most human behaviour is learned through observations. From observing others, one forms an idea of how new behaviours are performed. Later this coded information serves as a guide for action. The psychosocial stages theory on the other hand asserts that social relationships are crucial determinants of personality. It is based on eight stages and each stage presents conflicts that require individuals to modify their personalities and adjust to their social environment. How they negotiate each stage determines whether they will have a stable or unstable personality development.

The findings of this study which focused on society and behavioural challenges of the boy-child have demonstrated the relevance and applicability of the two theories. Modelling is a key aspect in development of behaviour. In addition, sameness continuity and social solidarity are crucial for identity formation. This means that the contradictions in the society confuse children. Hence, there is need for consistence in social moral values to allow a non-contradictory environment including the laws of the land and moral values to be held at the same level for all for children to grow and develop socially desired behaviour.

### ***5.5.2 Implication for Policy and Practice***

The two theories can be used to provide a framework in formulating policies that are related to parenting /childcare. The policies would protect the rights of children. For example, the right to basic needs which many boys in the study seemed to have lacked. The policies would also help the parents and society at large to create an environment that is conducive for

children to acquire pro-social behaviour. From a practical perspective, parents could use the two theories as a framework for parenting children.

### ***5.5.3 Implications for Further Studies***

This study addressed an important social topic by focusing on the boy-child's maladjusted behaviour. It has contributed vital information that can help save the boy-child from adopting undesirable behaviours. Despite the contributions, the study has identified knowledge gaps that merit further research. In effect, the following are suggestions for further research:

1. There is need to carry out a similar study in other parts of the country as well as on the boy-child with behavioural maladjustment outside the rehabilitation institutions.
2. This study considered a sample of two counties which represents a limitation. Therefore, studies considering larger samples are recommended to explore further the role of society and behaviour maladjustment of the boy-child.
3. The current study focused on the boy-child. Consequently, a study focusing on the girl-child is recommended since girls are victims of behaviour maladjustment too.

## **5.6 Strengths and Limitations of the Study**

### **Reflection on the Conceptual Frame-work**

The aim of this study was to establish the society and behavioural challenges of the boy-child in Nairobi and Kiambu Counties in Kenya. The emphasis on process is not only to find out factors that have contributed to behavioural maladjustment of the boy-child but to shed some light to society regarding its role in behavioural maladjustment. The study has addressed important social issues related to the behaviour of the boy-child and provided useful policy recommendations. However, the study has some strengths and limitations that need to be highlighted.

### **The Strengths of this Study**

The study on societal factors and behaviour maladjustment of the boy-child focused on the boys in rehabilitation institutions. Data was collected from three categories of respondents: the boys, their parents/guardians and the rehabilitation staff. This contributed to the authenticity of the data gathered since the boys were giving information that concerned them directly and the other respondents had interacted with the boys. They therefore, had a better understanding of the boy-child's behaviour maladjustment than any other persons.

The *Ex post facto* research design used was suitable for psychological contexts where the independent variable or variables was/were outside the researcher's control. Data was collected using a questionnaire and interview schedules. Because questionnaires give a feeling of anonymity to respondents, the researcher was able to get honest responses. The interviews had the advantage of providing detailed information because the researcher had the opportunity to ask probing questions and then make a follow up of any missing links.

### **Weaknesses of this Study**

The study was approached with preconceived theories, thus the selection of samples as well as study areas for the study were restrictive. After collecting the data that was guided by the theories selected, the researcher realized that there were other theories that would have perhaps led to more information for this study.

This study focused on boys aged between 15-19 years undergoing rehabilitation yet, there are many more outside this bracket. It is therefore difficult for the data to be generalized as representing all the boys with behaviour maladjustment. Causes of the behaviour maladjustment of the boys highlighted in this study are likely to be different from those

outside this category. The findings and the recommendations should thus be adapted for boys in the given age bracket undergoing rehabilitation.

Most data was descriptive hence difficult to carry out a statistical test for the purpose of drawing a generalizable conclusion from the study findings.

Although the study focused on the boy-child, it ought to be noted that girls are also victims of behavioural maladjustment.

#### ***5.6.1 Theoretical/Conceptual Framework Limitations***

The study was anchored on two theoretical theories; social learning by Bandura (1977) and Erickson's (1963) psychosocial stages. In reference to the two theories, maladjusted behaviour of the boy-child was viewed in terms of parenting and his social environment. The social environment was understood to comprise of peers and the models from the wider community (other people that he interacted with). The theories provided a framework that led to useful findings to explain the factors contributing to maladjustment of the boy-child. However, the theories were limited in capturing some important aspects which influence behaviour. Bowlby (1965) attachment theory was found to have had great contribution to this study. Similar future researches could incorporate more theories so as to have a wide scope of framework.

#### ***5.6.2 Methodology Limitations***

The study was found to have the following methodological limitations. It covered two Counties (Nairobi and Kiambu) out of a total of 47 counties in Kenya. This number is too small to claim representation.

The findings were based on 121 respondents; 90 boys, 12 rehabilitation staff and nine parents. This limits the generalization of the study findings to areas and populations similar to study area and population. However, the qualitative data was useful in providing factors contributing to the behavioural challenges of the boy-child in rehabilitation institutions. This challenge could be eliminated if a similar broader study was undertaken in other areas of the country and on a larger heterosexual population.

Despite the limitations, the findings of this study are useful in highlighting the factors that contribute to the behavioural maladjustment of the boy-child in rehabilitation institutions. The findings, to some extent corroborate previous studies conducted worldwide. It is, therefore, useful and applicable in the global context.

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## **APPENDICES**

### ***APPENDIX A1: LETTER OF INTRODUCTION***

I am a student of Kenyatta University pursuing a PhD course in Counselling Psychology in the Department of Psychology. As part of the course requirement, I am carrying out a research on “societal factors and behaviour maladjustment of the boy-child: a case of boys in selected rehabilitation institutions in Nairobi and Kiambu Counties”. Your participation will contribute immensely towards the realization of ways through which the boy-child could be assisted in adapting positively in the society. Thank you very much for accepting to be part of this study.

Yours Sincerely,

Eunice Njeri Mvungu.

***APPENDIX A2: CONSENT OF PARTICIPATION***

Having been made to understand the purpose of this research and that I can withdraw from answering the questions at any stage, I hereby agree to participate out of my own free will.

Signature\_\_\_\_\_Date\_\_\_\_\_

**APPENDIX A3: QUESTIONNAIRE FOR THE BOYS**

This questionnaire seeks information on what may have made the boy-child to engage in undesirable behaviours. The information you give will be treated with confidentiality and will only be used for research purposes.

1. Age (Tick where applicable) 15-16 [ ] 17-18 [ ] 19-20 [ ]

2. Where were you living before you joined this institution? (Tick where applicable)

Nairobi [ ] Kiambu [ ] Others [ ]

4. Had you been to school before you joined this institution? (Tick where applicable)

Yes [ ] No [ ]

4. What is your highest level of education? (Tick where applicable)

Primary [ ] Secondary [ ]

5. How long have you been in this institution? (Tick where applicable)

Less than 1yr. [ ] 2-3 yrs. [ ] 4-5yrs. [ ] Above 5yrs. [ ]

6. What is the main reason for your being in this institution?

7. Have you ever been out of school? (Tick where applicable) Yes [ ] No [ ]

8. If YES, give one reason for dropping out of school.

Please indicate whether you agree (by ticking YES) or disagree (by ticking NO) with the following statements:

| 9. Children steal because they have heard of people who became rich out of stealing.                                    | Agree<br>(Yes) | Disagree<br>(No) |
|---|----------------|------------------|
| 10. Children steal because they have no one to provide them with things like food and clothes.                          |                |                  |
| 11. Children steal because they have heard that other people steal and are not punished or are given light punishments. |                |                  |
| 12. Children steal because their friends/relatives also steal.  |                |                  |
| 13. Children steal because their parents do not punish them for stealing.   |                |                  |
| 14. Children fight and use abusive language because their parents/guardians do so.                                      |                |                  |
| 15. Children fight because they have seen people in leadership fighting.  |                |                  |
| 16. Fights are common among people in my community including religious and political leaderships.                       |                |                  |

|   |  |  |
|---|--|--|
| 17. Children kill for something valuable like money because even adults do.   |  |  |
| 18. Children kill their enemies because even religious people do.   |  |  |
| 19. Children kill because they have heard of adults who have killed and have not been punished.                           |  |  |
| 20. Boys rape because even adults and relatives do.   |  |  |
| 21. Boys rape because even their friends do.  |  |  |
| 22. Children learn to use insults from relatives and other people around them.  |  |  |
| 23. Children learn insults (bad language) from their friends.   |  |  |
| 24. Children cheat because even relatives/adults do.  |  |  |
| 25. Children do bad things like stealing because they like it.  |  |  |
| 26. Some children enjoy hurting other people.   |  |  |
| 27. Children do wrong things because they lack the right guidance.  |  |  |
| 28. Some children have no chance of learning good manners because they rarely see people with good manners to learn from. |  |  |
| 29. Where I come from there are many people who sell beer/alcoholic drinks to children.                                   |  |  |

30. What do you feel about the behaviour that made you to be brought into this institution? a) Sorry [  ]

b) Not sorry [  ]

31. Give reasons for your answer

Please indicate with a tick True or False against the following statements.

|  | True<br>(Yes) | False<br>(No) |
|--|---------------|---------------|
| 32. My parents/guardians provided me with the things I needed.   |               |               |
| 33. My parents/guardians love me.  |               |               |
| 34. My parents/guardians corrected me whenever I did something wrong and explained to me why it is wrong to repeat it. |               |               |
| 35. My neighbours and other people corrected me whenever they found me doing something wrong.                          |               |               |

|   |  |  |
|---|--|--|
| 36. My relatives and neighbours helped me whenever I needed their help.                 |  |  |
| 37. My relatives and neighbours are friendly to me.                                     |  |  |
| 38. I have heard people from where I come from use abusive language                     |  |  |
| 39. I have seen both children and adults fighting.                                      |  |  |
| 40. I know and I have heard of people who steal in my community.                        |  |  |
| 41. I have heard many cases of rape in my community.                                    |  |  |
| 42. Children can get drugs like bhanghi easily in my community.                         |  |  |
| 43. In my community adults sell alcoholic drinks to children.                           |  |  |
| 44. In my community adults ask children to sell drugs for them.                         |  |  |
| 45. Many people abuse alcohol and other drugs in my community.                          |  |  |
| 46. There are murder cases in my community.   |  |  |
| 47. My parents are friendly to our relatives and neighbours.                            |  |  |
| 48. My neighbours like me and their children are my friends.                            |  |  |
| 49. There are many people in my community that I can learn the accepted behaviour from. |  |  |
| 50. I always found an adult to guide me in what I did.                                  |  |  |
| 51. There are people who take their time to guide children in my neighbourhood.         |  |  |
| 52. It is difficult to get people to guide children in my community.                    |  |  |

Please indicate whether you agree or disagree with the following statements by ticking YES or NO

|   | Yes | No |
|---|-----|----|
| 53. My parents/guardians and I are good friends.  |     |    |
| 54. I used to go to many places with my parent(s)/guardian(s).  |     |    |
| 55. We used to do many things together as a family.   |     |    |
| 56. My parents/guardians did their best to provide for my needs.  |     |    |
| 57. My parent(s)/guardian(s) guided me on how to avoid wrong things.  |     |    |
| 58. Whenever I did something good my parents/guardians got happy with me.   |     |    |
| 59. When I made a mistake, my parent(s)/guardian(s) corrected me and explained why I should not repeat the mistake. |     |    |
| 60. When I made a mistake, my parent(s)/guardian(s) punished me and never listened to any explanation.              |     |    |
| 61. The way my parent(s)/guardian(s) and other people treated me made me feel good about myself.                    |     |    |
| 62. No one cared about what I did, how I spent my time or where I went.   |     |    |
| 63. My parent(s)/guardian(s) did not punish me when I did a mistake.  |     |    |
| 64. My parents/guardians came home drunk most of the time.  |     |    |

65. How did you spend most of your time while at home? (Tick where applicable)

Playing with friends [ ]    Watching movies [ ]    Visiting friends [ ]

Any other specify.....

66. Whom were you spending most of your time with before you came into this institution? (Tick where applicable)

Mother [ ]    Father [ ]    Grandfather [ ]    Friend(s) [ ]

Any other, specify-----

67. Whom were you living with before you joined this institution? (Tick the applicable)

Mother [ ]    Father [ ]    Siblings [ ]    Grandparents [ ]

Any other, specify-----

68. Whom do you admire most and wish to copy or be like? (Tick where applicable)

Father [ ]      Mother [ ]      Friend [ ]

Any other, specify-----

69. What do you like about him/her/them?

.....

70. What do you think could be done to prevent other boys from involving themselves in behaviour that may lead them to rehabilitation institutions?

.....

71. Most of my friends were generally disobedient.

Yes [ ] No [ ]

#### ***APPENDIX A4: INTERVIEW SCHEDULE FOR PARENTS/GUARDIANS***

This interview schedule seeks information on the reasons for the maladjusted behaviour among boys. The information you give will be treated with confidentiality and will be used for research purposes only.

1. What do you do for a living?
  
2. What behavioural problem did your son have which made him to be brought into the rehabilitation?  
Explain.
  
3. What was the main challenge that led you to take your son to the rehabilitation institution?
  
4. What reason would you give for your son's undesirable behaviour(s)?
  
5. How would you describe your financial status? Give reasons.
  
6. Would you say that you were able to meet the basic needs of your son? Explain.
7. How often were you with your son before he joined the rehabilitation institution?
  
8. In your opinion, do you think the time you had with your son was adequate to enable you get to understand each other better? Explain.
  
9. Do you think there is something you would have done differently to prevent your son from adopting the behaviour that he has currently? Explain.
  
10. Do you think the society has a role to play in preventing the behaviour challenges facing the boy-child? Explain.

***APPENDIX A5: INTERVIEW SCHEDULE FOR INSTITUTIONAL STAFF***

This questionnaire seeks information on reasons for behavioural challenges among the boys in Kenya. The information you give will be treated with confidentiality and will only be used for research purposes.

1. How long have you been in this institution?
2. Which are the commonest behavioural problems among the boys in this institution?
3. What do you think are the factors contributing to their maladjustment?
4. Do you think the society has a role in the behaviour problems facing the boy-child today? Explain
5. What should be done to prevent other boys from getting to the level of behaviour problems of the boys already in rehabilitation institutions?

## APPENDIX A6: TIME SCHEDULE

| Activity                                   | May-June 2010 | July-<br>December | Jan 2011- Feb<br>2012 | March-<br>June | August-<br>Sept. | Dec. 2012-Sept<br>2013 | Nov.2013-<br>Feb 2014 | March 2014 |
|--|---------------|-------------------|-----------------------|----------------|------------------|------------------------|-----------------------|------------|
| Identification of research problem         |               |                   |                       |                |                  |                        |                       |            |
| Development of research concept            |               |                   |                       |                |                  |                        |                       |            |
| Proposal development and completion        |               |                   |                       |                |                  |                        |                       |            |
| Proposal presentation and corrections      |               |                   |                       |                |                  |                        |                       |            |
| Presenting to Graduate School              |               |                   |                       |                |                  |                        |                       |            |
| Data collection, analysis and Presentation |               |                   |                       |                |                  |                        |                       |            |
| Discussion                                 |               |                   |                       |                |                  |                        |                       |            |
| Submission of to graduate school           |               |                   |                       |                |                  |                        |                       |            |

***APPENDIX A7: BUDGET***

| Item  | Estimated Cost (K.sh) |
|---|-----------------------|
| Stationary  | 20,000                |
| Typesetting, Proposal Printing&<br>Photocopying     | 20,000                |
| Research tools (Questionnaire & Interview Schedules | 10,000                |
| Transport and subsistence                           | 20,000                |
| Research assistant                                  | 30,000                |
| Data analysis                                       | 30,000                |
| Printing and binding of dissertations               | 40,000                |
| Miscellaneous                                       | 20,000                |
| TOTAL   | 210,000               |

**APPENDIX A8: RESEARCH PERMIT**

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471,2241349  
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Date:

**15<sup>th</sup> November 2012**

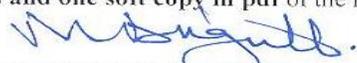
Eunice Njeri Mvungu  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated 8<sup>th</sup> November, 2012 for authority to carry out research on "*Society and behavioural challenges of the boy child in Kenya: A case of Nairobi and Kiambu Counties.*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi and Kiambu Counties** for a period ending 31<sup>st</sup> January, 2013.

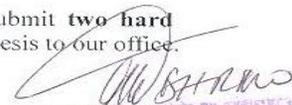
You are advised to report to the **Provincial Commissioner and the Provincial Director of Education, Nairobi Province, the District Commissioners and the District Education Officers, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR M.K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.  
The District Commissioners  
The District Education Officers  
Kiambu County.



  
DISTRICT COMMISSIONER  
KIAMBU 21/11/2012



  
FOR DISTRICT EDUCATION  
KIAMBU  
Approved  
21/11/2012

"The National Council for Science and Technology for the Promotion of Science and Technology for Kenya" P.O. Box 74676 NAIROBI