BOY CHILD EXPERIENCES AND THEIR PSYCHOLOGICAL WELLBEING IN EMBAKASI CENTRAL CONSTITUENCY, NAIROBI CITY COUNTY, KENYA

BLASIO GICHOVI NYAGA

REG. NO: 1031774

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DEPARTMENT OF PSYCHOLOGY

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DECLARATION

I, the undersigned, declare that this thesis proposal is my original work and has never been presented, either in whole or in part for a degree at any other college, university or learning institution other than the Catholic University of Eastern Africa for academic credit. All related information from other scholarly sources have been duly acknowledged and referenced.

BLASIO GICHOVI NYAGA

REG. NO: 1031774

Signature …….

Date …….

This thesis has been submitted with our approval as the University Supervisors.

1st Supervisor

MARIA NTARAGWE

Catholic University of Eastern Africa

Signature …….

Date …….

2nd Supervisor

DR. JOHNSON MAVOLE

Catholic University of Eastern Africa

Signature …….

Date ……

This thesis has been presented for examination with my approval as the Head of Department

DR. ASATSA STEPHEN

Signed: ……. Date:……..

DEDICATION

I dedicate this thesis to my family and the entire Embu Dioceses for their amazing and unconditional support throughout my life.

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First and foremost, I would like to thank the almighty God for his grace and knowledge and without him; this thesis proposal could not have been possible. I am greatly indebted to my supervisors, Maria Ntaragwe and Dr. Johnstone Mavole for their dedicated professional guidance as I prepared for this proposal. Equally, I am very grateful to all my course lecturers and classmates whose support cannot be overemphasized.

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ACRONYM/ABBREVIATIONS

ASRH	**:**	Adolescent Sexual and Reproductive Health
AU	**:**	Autonomy
BDI	**:**	Beck Depression Inventory
CDI	**:**	Children Depression Inventory
EM	**:**	Environment Mastery
IOM	**:**	International Organization for Migration
PE	**:**	Psychological Empowerment
PG	**:**	Personal Growth
PL	**:**	Purpose in Life
PR	**:**	Positive Relations
SA	**:**	Self Acceptance
SCL	**:**	Symptoms Checklist
SEM	**:**	Structural Equation Modeling
SPSS	**:**	Statistical Package for Social Sciences
SPWB	**:**	Scales of Psychological Well-being
UNICEF	**:**	United National Child Education Fund
WHO	**:**	World Health Organization

ABSTRACT

The study examined the relationship between boy child experiences and their psychological wellbeing using the case of Embakasi Central constituency, Nairobi City County. This followed increased incidences of boy child involvement in homicide, suicide and other criminal activities, some of which were linked to deteriorating psychological wellbeing of boy child. More specifically, the study sought to establish the influence of parental guidance, peer experiences, education experiences and guidance and counseling on the psychological wellbeing of the boy-child in Embakasi Central Constituency, Nairobi City County. The study was anchored on Zimmerman's psychological empowerment theory. The study utilized cross-sectional descriptive design and phenomenological design to gather quantitative and qualitative data respectively. The study targeted boy child students in seven public secondary schools in Embakasi central constituency as well as teachers, parents and principals. Yamane's formula was used to calculate the sample size of students from respective schools while teachers and parents were selected using purposive sampling technique. The study arrived at a sample size of; 360 boy child students, 14 teachers, 7 principals and 9 PTA members. Primary data was collected using questionnaires targeting the boy child and teachers while semi-structured interviews were conducted with parents and school principals. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive statistics involving frequencies and percentages with the help of Statistical Package for Social Sciences (SPSS) version 23. Data was presented in form of graphs, charts and distribution tables. The study established that parental guidance, education experiences and counseling played a significant role in promoting the psychological wellbeing of the boy child. The study recommended that all parents should undergo through positive parenting skills training in order for them to get involved in the lives of the boy child since their support is greatly associated with boy child's psychological wellbeing. Equally, the study recommended that teachers should create good relationship between students and their parents in order to enhance psychological wellbeing of the boy child.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes the background of the study, statement problem, research objectives, and research assumptions, justification of the study, significance of the study, scope and delimitations of the study. The chapter also presents the theoretical framework and conceptual framework of the study as well as the operational definition of terms.

1.1 Background to the Study

Psychological wellbeing refers to positive mental health and the absence human experiences such as depression, anxiety, anger and fear (Seligman, 2011). Psychological wellbeing is demonstrated by an individual's level of autonomy, self-acceptance, personal growth, good personal relationships and environmental mastery (Zimmerman, 1990a). On the other hand, boy child experiences can be described as occurrences that leave long lasting psychological or emotional effects on male children aged below 18 years.

Globally, the boy child of the 21st century is faced with a lot of challenges which have taken toll on his psychological wellbeing. Mental illness represents the biggest burden affecting young people and mental ill-health is prevalent among young people as well as in adults. A survey conducted in 10 countries established that around one-quarter of young people had a mental disorder (OECD, 2015).

In Europe, a survey conducted by World Health Organization (WHO, 2016) established that as many as 10% of boys and 14% of girls aged 11years reported 'feeling low' more than once a week in the last six months on average across 28 European countries which are members of the OECD. Further, the study revealed that the number of children who reported feeling low increased with age and gender differences. The current study sought to find out how boy child experience influences his psychological wellbeing.

In America, mental illness is an escalating problem facing the boy-child. In recent years, America has witnessed cases of tragic school shootings some of which were orchestrated by fellow students. A study by Ronald (2011) examined the characteristics of youth who were linked to school-associated violent deaths and found that deviant behaviour such as tantrums and uncontrollable angry outbursts, name calling, cursing, use abusive language and habitually making violent threats when angry were some of the traits of youth involved in antisocial behaviors. The current study examined the relationship between boy child experiences and mental illness.

In the United Kingdom, mental illness account for a significant proportion of the burden of ill-health experienced by young people. The prevalence is estimated to be between 10% and 20% and is widespread among age group of 16–24 age years (McManus, Bebbington, Jenkins & Brugha, 2014). A review on mental health in the UK by Knapp *et al.,* (2016) established that treatment gap was a big challenge facing youth with issues of mental illness issues. The review established that more than half (55%) of 12–15-year olds with mental health issues had no contact with services in connection with their mental health needs. The current study evaluated whether a boy child with mental issues such as depression receives necessary treatment or psychosocial support in Embakasi Central Constituency.

In Norway, studies show that the boy-child is entangled in anxiety and depression. A study by Dirdikman-Eiron *et al.,* (2011) examined the gender-specific associations between symptoms of anxiety and depression, and subjective wellbeing, self-esteem, and psychosocial functioning in adolescents. The study utilized self-report data collected from about 9000 Norwegian adolescents aged between 13 and 19 years old. The study findings revealed that about 10% of adolescents presented symptoms of anxiety and depression. In addition, the study showed that level of psycho trauma was associated with gender with nearly 15 percent of females compared to nearly six percent of males reporting symptoms of anxiety and

depression. Further, the study revealed that gender was a moderator in the wellbeing and functioning of adolescents with anxious and depressive symptoms; the associations between symptoms and lower subjective wellbeing, self-esteem, increased academic problems, and decreased psychosocial functioning were larger in males than in females. The study by Dirdikman-Eiron *et al.,* (2011) links gender to psychological challenges of depression and anxiety and our study specifically focused on whether depression affect the boy child of Embakasi Central Constituency.

In Iran, Sajjadi, Kamal, Rafiey, Vameghi, Forouzan and Rezaei (2013) conducted a systematic review of systematic review of the prevalence and risk factors of depression among Iranian adolescents. The study utilized 53 articles from local and international databases and meta-analysis of the studies revealed that prevalence of children and adolescent depression was 43.55% using the BDI (Beck Depression Inventory), 15.87 % using SCL-90 (Symptoms Checklist), and 13.05% using CDI (Children Depression Inventory). The study also found that girls experienced higher levels of depression than boys. Further, the study established that sex, parental relationship, poor adolescent-parent relationship, low economic status, parenting skills, parental education and dismal academic performance contributed to depression among adolescents. The current study explored how parental relationship with the boy child influences their psychological wellbeing.

In Africa, studies show that mental illness among children is on the rise due to the changing socio-cultural, economic, political and legal environment. In Nigeria, a report by the International Organization for Migration (IOM, 2015) revealed that mental health needs of Nigerian children affected terrorism remained largely unmet. This was as a result of lack of social support programs, lack of qualified professionals, corruption, and ceaseless instability from terrorist attacks (Schininá, Nunes, Birot, Giardinelli, & Kios, 2016). Besides, a report by Hawke (2015) established that an estimated 3.7 million children were in need of

mental health support in Nigeria and warned about eruption of chronic mental health illness if the situation was not address. The current study sought to determine how professional support can be used to meet needs of the boy child facing psychological issues.

In South Africa, mental illness among youth is linked to drug and substance abuse. A study by Saban, Flisher, Grimsrud, Morojele, London, Williams & Stein (2014) focused on the association between substance use and common mental disorders. Data was drawn from South African Stress and Health (SASH) and established significant associations between substance use and mood and anxiety disorders. More importantly, the study established a strong relationship between abuse of cannabis and mental disorder. The current study examined the role of peer pressure on drug abuse and psychological wellbeing of the boy child.

In the East African region, scholars argue that mental illness among boys results from unaddressed past painful experiences. In Uganda, Evarist (2018) carried a study on adolescent trauma and its effects on psychosocial wellbeing of adolescents with the aim of initiating an adolescent trauma intervention model relevant in Uganda. The study found that adolescent emotional pain among males, physical factors (66%), sexually related causes (70%) and indecent touching (58.8%), poverty (27%) and fear of failing in exams (26%) was the biggest contributor of emotional pain among adolescents. The current study evaluated how parental support and counseling can help the boy child faced with difficulties of unaddressed psychological pain.

In Kenya, studies have shown that boy child is faced with various psychological challenges. A study by Ooko (2012) examined the challenges faced by the boy-child in slum education in Kibera informal settlement. The study revealed that the major factors for boy child school dropout were; drug and substance abuse, bereavement, more focus on girl-child at the expense of boy child, family background and poor role-modeling for boy-child. In

addition, the study revealed that preference for a trade, quest for money, parental decision, and lack of employment opportunities, hawking/street trading, and long process of education to realize the returns were some of the economic challenges facing the boy-child. This clearly shows that the boy child in informal settlement are faced by socio-cultural and economic challenges but there is inadequate information on how these challenges influence the psychological wellbeing of the boy-child.

Another study in Kenya by Ndetei, Mutiso, Mbwayo and Mathai (2011) established that as many as 6.8 percent of boys and 10 percent of girls had attempted suicide at least once. Another study by Ndetei, Khasakhala, Nyabola, Ongecha-Owuor, Seedat, and Mutiso (2010) examined the prevalence of anxiety and depression symptoms and syndromes among Kenyan children and adolescents. The study utilized questionnaires and Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) instruments for anxiety symptoms and syndromes in children as well as depression tools to collect data from 3,775 randomly sampled students drawn from a stratified sample of 34.7% of all public secondary schools in Nairobi, Kenya. According to the findings, 43.7% of all students had clinical diagnostic scores for depression while 12.9% of the students had anxiety. The current study focused on boys only and sought to find out their levels of psychological wellbeing.

In Nairobi City County, a study by Khasakhala *et al* (2011) established that majority (75%) students of Nairobi public secondary schools had clinically significant depression symptoms. More importantly, the study found that Form 4s had clinically higher depression symptoms than Form 2s. Equally, the study revealed that female students were prone to suicidal behavior as compared to male students. However the study fails to answer pertinent questions such as why Form 2s are more suicidal than the Form 4s. The current study sought to establish the level of psychological wellbeing among boy child students only in Embakasi central constituency.

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In Embakasi Central Constituency, the boy child is faced with various challenges including; crime, suicide, school drop-out, poor school attendance and drug and substance abuse. Otieno (2018) highlights the outcry among residents of Embakasi constituency due to profiling of the boy-child. He reports that in the month of October 2018 alone, at least 24 youth were killed in areas such as Kayole, Majengo, Dandora, Kiambiu and Mathare areas in Nairobi. Many of the local residents have argued that many boys in the area face challenges

of stress, depression or anxiety thereby prompting some of them to turn to crime or negative peer pressure. Otieno (2018) claims that residents have decried lack of adequate social support systems including counseling, parental support, peer support and education as the cause of escalating boy-child problems in the area. If these factors are not addressed, there is a likelihood of eruption of mental illness pandemic in the area. Therefore this study sought to address this gap by examining boy child experiences and their psychological wellbeing using the case of Embakasi Central Constituency.

1.2 Statement of the Problem

Recent wave of suicide and homicide involving the boy child has elicited questions among members of the public over the deteriorating mental state of the Kenyan youth. What is more worrying is that, despite these occurrences, relevant stakeholders have done so little to prevent similar incidences from happening again. Similarly, the diminishing psychological wellbeing of the boy child has partially been associated with more focus on girl child empowerment to the extent of forgetting the needs boy child.

A study by the National Gender and Equality Commission [NGEC] (2015) sought to find out the emerging perceptions on the exclusions of the boy child in the gender equality agenda and established that boy child was lagging behind the girl child in the gender equality agenda. The study further revealed that there are no effective interventions especially in education since there has been over-emphasis on the education of the girl child. This means that failure to look at the psychological wellbeing of the boy child is a pandemic waiting to explode because this may result in spiraling hopelessness among youth hence forcing some to resort to crime and other antisocial behaviors. The declining psychological wellbeing of the boy-child should concern everybody because youth form a special group of people in any country because of their skills, innovation and knowledge. It is in bid to address this problem that the current study sought to examine the relationship between boy-child experiences and

their psychological wellbeing from a proactive point of view rather than a deficit point of view, thereby making a big contribution to available research on the psychological wellbeing of the boy child.

1.3 Research Objectives

The overall aim of the study was to examine the relationship between boy child experiences and their psychological wellbeing using the case of Embakasi Central Constituency, Nairobi City County.

1.3.1 Specific Objectives

1. To establish influence of parental guidance on the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County.
2. To find out the influence of education experiences on the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County.
3. To determine influence peer experiences on the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County.
4. To find out the influence of counseling on the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County.

1.3.2 Research Questions

The following research questions guided the study:

1. What is the effect of parental guidance on psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County?
2. How do education experiences influence psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County?
3. What is the effect of peer experiences on the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County?

4. How does counseling influence the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County?

1.4 Research Assumptions

This study made the following assumptions:

a) There is a boy child faced with psychological challenges in Embakasi Central Constituency.
b) Boy child have various experiences in relation to their psychological wellbeing.
c) All the respondents will be honest and truthful in answering research questions.

1.5 Justification of the Study

It is without a doubt that the subject on psychological wellbeing of the boy child has received little attention among parents, teachers, professionals and other relevant stakeholders. In Embakasi Central Constituency, some boy child students have resorted to crime and other antisocial activities. Several reports in the mainstream media about youths killed or caught in the wrong side of the law continue to inflict pain among the residents of Embakasi Central Constituency but despite the situation, little has been done to address the problem. In particular, this study contributes new knowledge on how to empower the boy child in every step of their formative years. This is because adolescence is a period of turbulence for all children and during this period, they faced with identity crisis and peer pressure.

The current study contributes more data on how the combination of empowerment initiatives contributes to the psychological wellbeing of adolescents. Additionally, this study contributes longitudinal empirical data on the area of positive psychology in schools. This comes at a time when schools in Kenya are searching for programs to enhance student's psychological wellbeing and develop resilience among students. Learning institution play a

pivotal role not only in shaping skills and attitudes of students and pupils but also in promoting their psychological wellbeing.

1.6 Significance of the Study

The study is hoped to help the boy child to understand how to promote their psychological wellbeing. More importantly, the study will shed more light on how, parental guidance, education, peer experiences and counseling influence the psychological wellbeing of the boy child. The study findings will also enlighten young people especially boys with information on how to make better and well-informed choices and decisions. Equally, the study will help young people to understand the manifestations of social and academic challenges in their adolescent stage.

For parents, the findings of the study will be helpful in enabling them with knowledge and understanding concerning their children's psychological wellbeing throughout the stage of adolescence. Therefore, this will help parents to relate with their children and help them make choices of work as well as their relationships with the opposite sex.

The study will also be of great significance to school counselors in paying close attention to their students especially the boy child by organizing forums for discussing relevant issues concerning adolescents, their social challenges and academic challenges as well as behavioral challenges so that they can well manage themselves and seek advice from counselors when the need arises.

Finally, the study will be useful to the policy makers in education sector to address the challenges of empowerment/psychological wellbeing facing the boy child in Kenya. This may necessitate policy formulation to come up with sustainable boy child empowerment in all schools in Kenya. Similarly, the study will be of great significance to other researchers because the findings will add to available knowledge in the area of boy child empowerment and psychological wellbeing of adolescents.

1.7 Scope and Delimitations of the Study

The study was confined to the subject of boy child experiences and their psychological wellbeing in Embakasi Central constituency. Although there are many experiences that influence the psychological wellbeing of the boy child, the study only focused on parental guidance, education experiences, peer experiences and counseling. The study targeted boys, teachers, principals and parents drawn from seven public secondary schools in Embakasi Central Constituency.

1.8 Theoretical Framework

The study was anchored on Psychological Empowerment Theory and Self-Determination Theory. Psychological empowerment entails having decision making power, having access to information and resources and having a range of options from which to make choices (Zimmerman, 1990a). On the other hand, self-determination involves people's intrinsic growth tendencies and inherent psychological needs. This means that self determination involves choices that people make without external influence and interference

1.8.1 Psychological Empowerment Theory

The study will be guided by Psychological Empowerment Theory that was proposed by Zimmerman (1990a). According to the theory, psychological empowerment involves a change of mindset compounded with positive thinking and individual's ability to harness his/her potential in addressing challenges either at individual or societal level. Psychological empowerment promotes self-efficacy in terms of perceptions of competence, personal control and positive self-image (Zimmerman, 1990a). Through psychological empowerment, individuals are able to participate in decision making thereby improving their self-control through shared decision making; and create opportunities to learn, practice, and increase skills. In addition, psychological empowerment enables the youth to be involved in pro-social, meaningful, and community-enhancing activities thus helping them to enhance their

self-reliance, self-control and acquisition of vital skills, experiences and competences that are necessary for the youth to become productive and healthy adults.

According to Rappaport (1987), empowerment enables people, organizations, and communities gain mastery over issues of concern to them. He argues that empowerment is a multilevel construct in which each level of analysis is interdependent with the others. On the other hand, psychological empowerment in cooperates views of personal control, proactive approach to life and critical understanding of the sociopolitical environment. On organizational empowerment, Zimmerman (1990a) indicates that it includes processes and structures that enhance members' skills and provide them with the mutual support necessary to effect community level change (i.e., empowering organization). Additionally, Zimmerman (1990a) asserts that empowerment help to improve organizational effectiveness by effectively competing for resources, networking with other organizations, or expanding its influence. At the community level of analysis, empowerment encompasses individuals working together in an organized fashion to improve their collective lives and linkages among community organizations and agencies thereby improving their quality of life (Zimmerman, 1990a).

According to Zimmerman (1990a), psychological empowerment has three components. The first component is the intrapersonal component that describes how people think about themselves and includes domain-specific perceived control and self-efficacy, motivation to control, perceived competence, and mastery. The second component is the interactional component that describes the understanding people have about their community and related sociopolitical issues. Equally, it shows that people are aware of behavioral options or choices make are appropriate to achieve goals they set for themselves (Zimmerman, 1990a). The third component is the behavioral component that involves actions taken to directly influence outcomes (Zimmerman, 1990a). For example, empowerment behaviors for a young adolescent joining Form 1 in Kenya might be participating in sports,

watching football or movies. The behavioral component may also involve actions geared towards managing anger or coping with change.

Musa, Ahmad, Omar and Musa (2017) attempted to determine the relationship between psychological empowerment and engagement in income generating activities among rural women in Yobe state, Nigeria. The study used self-administered questionnaires to gather data from 262 participants and established a significant relationship between psychological empowerment and engagement. The study found that four dimensions of psychological empowerment namely; meaningfulness, self-determination, competence and impact had a statistical significant relationship with rural women engagement. However, the study by Musa *et al.*, (2017) was focused on rural women while the current study focused on the boy-child.

A study conducted by Javed, Abdullah, Zaffar and Haque (2018) examined the relationship between inclusive leadership and innovative work behavior with the mediating role of psychological empowerment. The study found that inclusive leadership positively influenced innovative work behavior through psychological empowerment. The study Javed *et al* (2018) used psychological empowerment as an intervening variable while the current study used psychological empowerment as a dependent variable.

A study by Durrah, Khdour, Al-Abbadi and Naser (2014) examined the impact of psychological empowerment on job performance using a case of Jordanian private banks. Data was collected from 185 employees working at 9 private banks in Jordan. The study found a significant relationship between competence and impact domains of psychological empowerment with job performance while choice and meaning domains of psychological wellbeing were found to negative relationship with job performance. The study by Durrah, Khdour, Al-Abbadi and Naser (2014) focused on employee performance while the current study focused on psychological wellbeing of boy child students.

Strengths of Psychological Empowerment Theory

Psychological empowerment theory is distinguishable from other psychological constructs as it clearly indicates how psychological empowerment improve individual's; Self-efficacy, self-esteem, competence and mental health, and power. In other words, the psychological empowerment theory cuts a niche as it holistically defines what constitutes satisfaction, contentment and happiness through intrapersonal, interactional and behavioral actions.

Weaknesses of Psychological Empowerment Theory

Hopwood (2002) faults Zimmerman's empowerment theory and suggests that people are motivated by career opportunities and as result, innovative and risky research is not pursued. According to Hopwood (2002) the attempt to empower is meaningful only as long as the empowering party A is more powerful than the party to be empowered, party B. Thus the shortcoming here is that power is differential always. In addition, the researcher notes that there is need to reexamine empowerment theory to ascertain how intrapersonal, interactional, and behavioral components interact to influence psychological empowerment.

1.8.2 Self-Determination Theory

The theory of self-determination was developed by Edward L. Deci and Richard M. Ryan in the year 2000. The theory describes motivation and personality dimensions that address three universal, innate and psychological needs (competence, autonomy and psychological relatedness) of an individual. Deci and Ryan (2000) argue that actualization of innate psychological needs can make people function and grow optimally. Equally, in order to realize their inherent potential, the social environment needs to nurture these needs. According to Deci and Ryan (2000), competence seeks to control the outcome and experience mastery while relatedness involves the universal desire to interact, be connected and

experience care from others. Besides, autonomy involves the universal urge to be causal agents of one's own life and act in harmony with one's integrated self.

Strengths of Self-Determination Theory

The theory of self-determination explains what influence motivation in terms of autonomy, relatedness and competence. A study by Gunasekare (2016) examined the influence of self-determination theory in influencing positive outcomes of interest in organizations and established that Self-Determination Theory fruitfully applied in understanding constructs related in motivation used in organizations.

Weakness of Self-Determination Theory

The theory of self-determination is limited on the basis that it focuses on three psychological needs (competence, autonomy and relatedness) while other theories related to motivation including; Murray's system of needs, Maslow's hierarchy of needs, 16 basic desires theory (Steven Reiss), has more than three psychological needs.

1.9 Conceptual Framework

A conceptual framework may be defined as a set of broad ideas and principles taken from relevant fields of inquiry and used to structure a subsequent presentation (Bryman & Bell, 2015). The conceptual framework explains diagrammatically or in narrative the main themes to be explored, key factors, variables and their presumed relationships. Figure 1 shows the conceptual framework portraying the relationship between boy child experiences and their psychological wellbeing.

The independent variable includes; parental guidance, education experiences, peer experiences and counseling. Parental guidance was measured using; absent parents and positive parenting skills while the indicators of education experiences included; school drop-out rate, absenteeism and academic performance. Besides, the peer experiences was measured using; level of drugs and substance abuse, crime, sexual practices or abortion as well as peer

clubs while the indicators of counseling included; number of youth counseled and reformed. The intervening variables were demographic factors. These were the factors that could bring variation in the relationship between boy child empowerment and their psychological wellbeing.

The dependent variable is the psychological wellbeing and was measured in terms of; autonomy, self acceptance, personal growth, good personal relationships and environmental mastery. These factors develop due to psychological experience interventions and would be paramount in helping boy child mitigate challenges affecting their psychological wellbeing.

Independent Variables

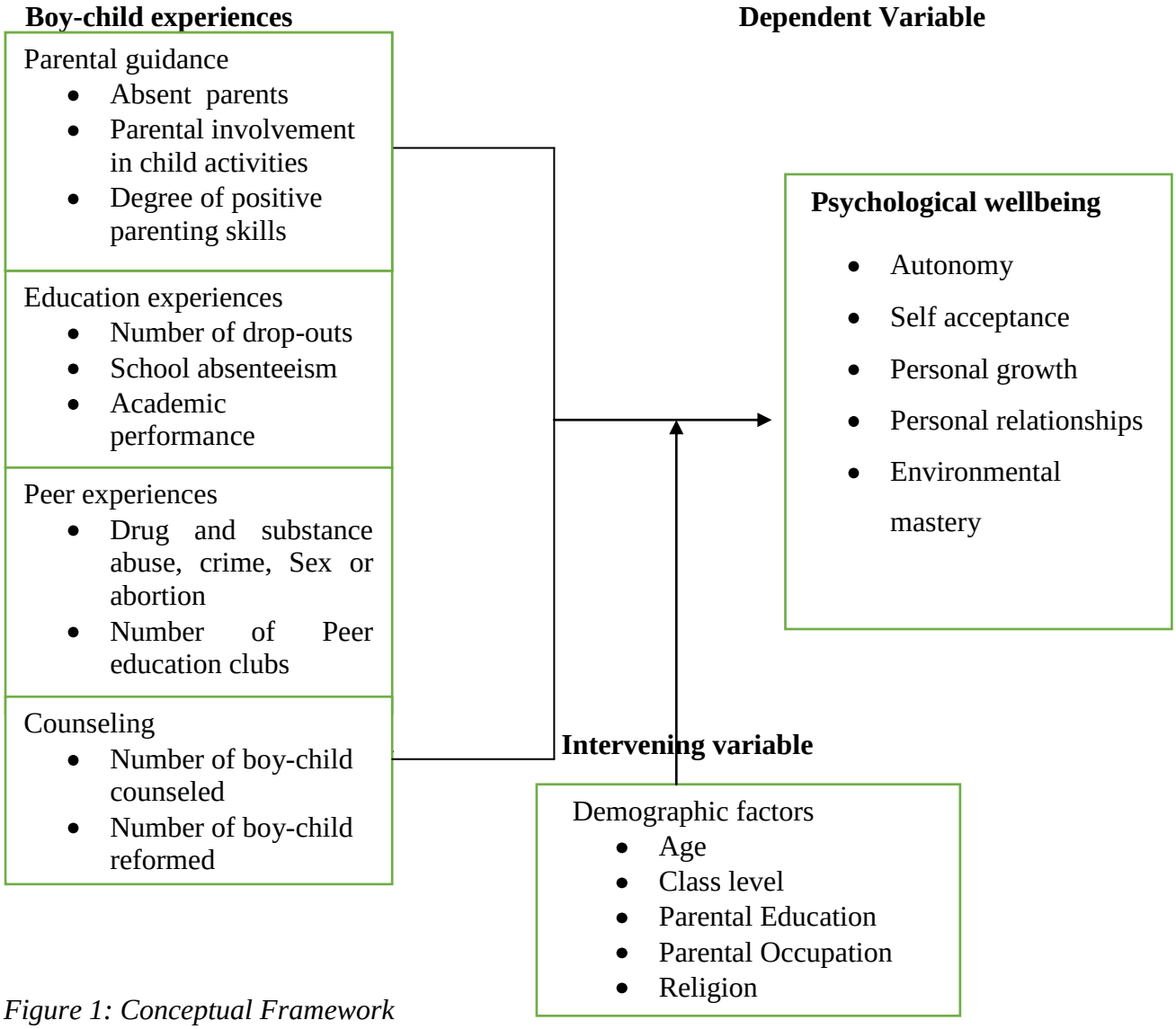


Figure 1: Conceptual Framework

1.10 Operational Definition of Terms

Boy Child: This refers to a male person who is below 18 years

Counseling: Refers to the process of providing professional assistance and guidance in helping adolescents to address their psychological problems.

Education: Refers to learning process involving acquisition of knowledge, skills, values, beliefs, and habits.

Empowerment: This refers to interventions geared towards enhancing boy child's, self-control, self-power, self-reliance, own choice and life of dignity.

Experience: This refers to an occurrence that leaves a long lasting effect on an individual

Parent: Refers to a mother, father or guardian of a child

Peer: Refers to a person of same age or level

Psychological wellbeing: It means a fulfilled and purposeful life and happiness.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on available literature relating to boy child experiences and their psychological wellbeing. The chapter discusses the theoretical framework including attachment theory and humanistic theory. Besides, the chapter reviews empirical studies in relation to the subject under study. The review adopted a thematic approach and the main themes covered included: parental guidance, education experiences, peer experiences as well as guidance and counseling.

2.1 Critical Review of Theories

The study critically reviews two theories related to boy child experiences and their psychological wellbeing. The theories reviewed include: Attachment theory and humanistic theory.

2.1.1 Parental Attachment Theory

The proponent of attachment theory is Bowlby (1958). According to attachment theory, children have an inherent attachment with their parents or significant others. More importantly, the attachment theory advances that the way a parent socializes a child has a direct impact on the attachment level of a child. Bowlby (1958) indicates that the attachment between a parent and a child occurs in four different forms including; universality, normativity, sensitivity and competence. Universality involves a situation where children attach to one or more caregivers while normativity implies to a situation where seventy percent of all children are securely attached and thirty percent are insecurely attached. Besides, sensitivity entails a state where a child receives security from the caregiver thereby becoming dependent on maternal sensitivity.

Ainsworth (1989) explored the attachment processes in his study called 'The strange situation' and used infants/children between 12-18 months who were observed for attachment responses. The study findings revealed that when a mother or caregivers were asked to leave the room for a period of time and then asked to re-enter the children developed either secure or insecure responses to the caregiver's movements. Further the study showed that the ability of the infant to settle down and continue playing after the parent had left the room diminished and when the parent returned, the children became so determined create an attachment with the caregiver. The study demonstrated further that any securely attached child became distressed initially but regained calmness or equilibrium quickly and efficiently, compared with the children who were insecurely attached. In comparison, the insecurely attached children were inconsolable or indifferent to the parent's exit and exhibited indifference or disturbed responses to the parent's return. The behaviour of the children indicated psychological normality in the securely attached child and psychological disturbance in the insecure group (Ainsworth, 1989; Bowlby, 1998).

Holmes (1992) also looked at the concept of attachment and contends that attachment processes in childhood effect experiences in adulthood. Holmes used three key concepts to describe the idea of attachment. They include; continuity, mentalization, and narrative competence. According to Holmes, Continuity is where attachment patterns in adulthood echo the childhood relationship experience. Mentalization implies how secure attachment provides an environment that promotes evolution of reflection about the emotional state of self and other thought occurs (Fonagy, 1991; Meins, 1999). Narrative Competence describes how a component of mental health in adulthood can be recognized through the ability to form narrative competence and awareness of the ability to articulate one's history with all variants of affect experienced throughout his or her journey (Hesse, 1999). When these adult presentations are applied to the adults, certain areas of concern emerge. If the hearing

impaired child has a different culture and ways of communication to the parent then the continuity, mentalization and narrative competence could be compromised.

The strength of Bowlby's attachment theory is that it emphasizes the importance of parent-child relations in promoting holistic growth and development of children. The theory shows absence of attachment systems between a parent and child can be detrimental when a child gets to adulthood. In relation to our study, absence of parental involvement in a boy's life is likely to contribute to boy's engagement in antisocial behaviors such as crime and drug and substance abuse.

Bowlby's attachment theory has widely been criticized by Harris (1998) who argues that parents play an insignificant role in shaping their children's personality or character. He further argues that a child's behaviour is widely influenced by a peer rather than a parent. Harris (1998) gives an example of children of immigrant parents and posits that a child can continue to speak their parent's native language at home, but can also learn their new language and speak it without an accent, while the parents accent remains because children model this behaviors from their peers as a way of wanting to fit in (Harris, 1998). Besides, Bowlby's attachment theory has been faulted on the basis that it assumes that kind, honest, and respectful parents will transcend the same kindness, honesty, and respectfulness to their children and parents.

2.1.2 Maslow Hierarchy of Needs Theory

Maslow Hierarchy of Needs Theory was developed by Abraham Maslow in 1943. The theory implies that there are various needs which people must meet in order to feel accomplished and successful. According to Abraham, life is all about needs and human beings strive to meet their needs. The first level of needs are physical needs which human beings required all the time for survival and these include food, clothing, shelter, fresh air, water, warmth etc. When physical needs are met, people move to the second level of needs

called safety needs which are important for stabilization of the physiological needs. These needs include security, education, Investment, insurance among others. The level three of hierarchy of needs involve the needs for love, security and a sense of belonging and affiliation. The fourth level has to do with self esteem which involves performance, recognition, self identity and achievement. The fifth level is self-actualization which has to do with achieving one's dreams of life. For example, adolescents require basic needs such as adequate food, shelter and clothing among others. They need love, affection and security from their parents, teachers and society as a whole. They need appreciation and support so as to learn to appreciate themselves to enhance their self esteem (Maslow, 1943).

Humanistic theory implies that parents' needs may affect the psychological wellbeing of the boy child. In other words, the parents' involvement in socialization and parenting of the boy child will depend on the hierarchy of needs. The parent who is at the physiological level will struggle to provide and participate in the boy's development owing to the fact that the parent may be preoccupied with efforts to meet the physiological needs of food, shelter and water. Then a parent who is at the safety and belonging stage will be involved in the boy child's life, but is likely to do so as a way of providing future care and security to the boy. For such a parent the emphasis will be on the child's achievements such as academic achievement. Then those parents, who are at the self-esteem level, will try to get involved in the boy child's life in order to ensure that the child attains high social class or profession. At the esteem stage, some parents may also dictate the kind of professions their children can pursue regardless of the boy child passion or interest. Finally, parents who are on self-actualization stage will likely empower the boy child by harnessing talents, desires and aspirations (Maslow, 1943).

The strength of humanistic theory is that the theory places emphasis on identification of the needs of adolescents, parents and other stakeholders who are pivotal in boy child

empowerment process. More importantly, the theory emphasizes the needs of love, education, parenting and belonging, which are the cornerstones of boy child empowerment. Further, the theory helps to identify the physiological needs of the parent, which unless met, it becomes hard for the parents' full participation in parenting of adolescents. The needs of adolescents too must be met. For example if an adolescent is not provided with basic needs, he may become truant or engage in antisocial activities in order to meet those needs (Maslow, 1943).

The weakness of Maslow's theory is that it assumes human needs are sequentially structured. In other words, human being does not necessarily satisfy one need completely before moving to another. For example, parents may empower their children even before meeting physiological needs.

2.2 Review of Empirical Studies

2.2.1 Parental Guidance and Psychological Wellbeing of the Boy Child

In Malaysia, a study by Tam, Chong, Kadirvelu and Khoo (2012) examined parenting styles and self-efficacy of adolescents using a case of Malaysia. The study was motivated by the fact that previous studies had shown that parenting styles were linked to adolescents' self-esteem, drug and alcohol use, delinquency and academic performance. Thus the study sought to find out how parenting styles namely authoritative, authoritarian and permissive influenced the adolescents' level self-efficacy level. The study used survey design and sampled 120 students who participated in the study. Questionnaires were used to collect data and the study found that authoritative parenting style is highly associated with self-efficacy. Besides, regression revealed that authoritative parenting style contributes 12.8% towards student's self-efficacy while the study found no significant relationship between authoritarian and permissive parenting styles on self-efficacy of students. Positive parenting is an important aspect that promotes the psychological wellbeing of children. The current study examined

how parental guidance influences boy-child's level of autonomy, self-acceptance, personal growth and environmental mastery.

In Turkey, a study Ozcan and Katlav (2016) examined challenges facing parents of children attending special education with a view of developing solutions to address the problems. The study adopted cross-sectional descriptive design and interviews were conducted with parents of 20 students and data analysed using descriptive method. According to the findings, majority of the parents indicated that they faced a number of problems in parenting their children including insufficient training and rejection of society. The current study adopted cross-sectional descriptive and phenomenological designs and targeted boys, teachers, parents and principals drawn from seven secondary schools in Embakasi Central Constituency.

In India, Karmakar (2016) investigated the relationship between positive psychological capital and parenting styles among adolescents using a case of Khasi and Non-Khasi in India. The study sampled 160 Khasi (75 boys and 85 girls) who were drawn from East Khasi Hills district of Meghalaya. Equally, the study sampled 185 non-Khasi that included 100 boys and 85 girls selected from Kolkata district of West Bengal. The study utilized Parental Authority Questionnaire and Psychological Capital Scale were used to assess the parenting style and positive psychological capital respectively. The study found that elements of positive psychological capital vary with respect to culture and the effect of culture is prominent among adolescent boys. The study revealed that Non-Khasi adolescent boys had significantly higher on positive psychological capital compared dimensions than their Khasi counterparts. Adolescents who perceived their parents as high on authoritarian dimension display lower level of Positive psychological capital while adolescents who perceived their parents as high on authoritative style scored higher on positive psychological

capital and its dimensions. The study by Karmakar (2016) was conducted in India while the current study was based in Kenya and particularly in Embakasi Central Constituency.

Another study by Shyny (2017) investigated the level of Mental Health, Emotional Intelligence, Self Esteem, Personality and Achievement Motivation (MESPA) of adolescents in relation with parenting styles. A sample of 600 adolescents and their parents were selected from public and private schools selected through stratified sampling technique. Self constructed Standardized MESPA (Mental health, Emotional intelligence, Self esteem, Personality, Achievement motivation) Self Rating Scale was used to measure the Adolescent's MESPA and the findings revealed that authoritative and permissive upbringing adolescents resulted in least mental health problems while authoritarian and uninvolved parenting was associated with major mental health and personality problems among adolescents.

In Pakistan, Sarwar (2016) conducted a study focusing on parenting style and children's behavior. The study adopted a qualitative paradigm using in-depth interviews with two mothers of children with delinquent behavior. The study revealed that authoritarian parenting style contributes to children developing rebellious and problematic behavior due excessive power exerted on them. In contrast, authoritative parenting style was found to be more effective for children, as it encourages moderate parenting style. The study observed that parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children. The study argued that spending more time together with the adolescents helps in reducing problematic behaviors. The study by Sarwar (2016) is limited because it used only two respondents and thus the findings cannot be generalized to a whole population.

In China, a study by Bi *et al.*, (2018) investigated the associations between parenting styles and parent–adolescent relationship factors. More specifically, the study sought to find

out the mediating effects of adolescents' expectations of behavioral autonomy and beliefs about parental authority as well as determine if adolescent gender moderated these effects. The study used a sample of 633 Chinese adolescents and established levels of parent–adolescent conflict frequency for all parenting styles. The study revealed that the degree of parent–adolescent conflict and neglect was more prevalent among authoritarian parents while high degree of cohesion was witnessed among authoritative parents. However, the study by Bi *et al* (2018) didn't explore on how parent-child conflict affects the psychological wellbeing of children and thus the current study sought to fill this gap by examining the relationship between boy child experiences and their psychological wellbeing using a case of Embakasi central constituency.

In Nigeria, Fagbeminiyi (2011) carried a study focusing on the role of parents in early childhood education using a case study of Ikeja, Lagos State, Nigeria with the aim of providing solutions to role of parental guidance in early childhood education in Nigeria. The study adopted survey design and data was collected using self- administered questionnaires and analysis was done using Analysis of Variance (ANOVA) to test the hypotheses. The study found that parental guidance including emotional care and support has a very big influence on early childhood education, particularly the academic performance of the child. Equally the study revealed that parental educational attainment influences the age at which a child is sent to school. The study by Fagbeminiyi (2011) focused on children in early childhood education while the current study focused on boy-child students in secondary schools.

In Uganda, Kiyingi (2012) conducted a longitudinal study involving 400 boys and found that those children who grew without the necessary parental love faced several challenges like abused drugs and substance abuse, developmental delay and poor attachment levels. These factors have a high likelihood of influencing their adulthood if not adddress.

What Kiyingi's study didn't address is the role parental guidance on children. The current study examined the role of parental guidance on the psychological wellbeing of the boy-child.

In Kenya, Abubakar *et al.,* (2013) assessed the association between attachment and identity development and how they influence the psychological well-being of adolescents with and without disabilities in Kenya. To actualize this goal, the study used descriptive survey design to sample 296 adolescents (151 with disabilities and 145 without any disability) with an average age of 16.84 years. The study found that adolescents with disabilities had lower scores in identity formation, paternal attachment, and life satisfaction while adolescent without disabilities recorded high scores in identity formation, paternal attachment, and life satisfaction. Equally, analysis on path model revealed that identity formation partially mediated the relationship between secure attachment and psychological well-being. The major highlight from Abubakar *et al*., (2013) study is that both parent and peer attachment plays a pivotal role in the identity formation and psychological well-being of adolescents in Kenya whether disabled or not. Moreover, a multigroup analysis revealed that while the structure of the relationship between the adolescents, the pattern and strength of the relationships varied. However, the study can be faulted on the basis that it doesn't take into consideration homeless children or those children who are placed in care centers.

Biu (2011) conducted a study focusing on the role of society in indiscipline of adolescents in secondary schools in Kenya and discovered that society was the overall contributor of indiscipline among students in secondary schools. According to Biu (2011), lack parental physical involvement on the affairs and wellbeing of children contributed to highest cases of indiscipline in secondary school. However, the study by Biu (2011) does not outline the positive parenting skills as well as effective child discipline practices. In a similar study in Kenya, Ngwiri and Tumuti, (2010) established that when adolescents feel neglected and un-appreciated at home, they are at risk to engage in immoral behaviors in order to draw

parental attention and in most cases, they end up disrupting their learning by violating school rules and regulations with the aim of being send home. However, the study does not explain the link between neglect and psychological wellbeing among the boy-child.

2.2.2 Education Experiences and Psychological Wellbeing of the Boy Child

In Malaysia, a study conducted by Panahi, Suraya Yunus and Roslan (2013) sought to establish the psychological well-being among graduate students in Malaysia. In addition, the study sought to determine the differences in psychological well-being among graduate students in terms of demographic profile namely faculty, age, race, number of semesters of study, gender, marital and employment status and family size. The psychological well-being of the respondents was measured using the Scales of Psychological Well-being with six dimensions including: autonomy, environmental mastery, personal growth, positive relationships with others, purpose and self-acceptance. A total of 534 graduate students (155 males and 379 females) were randomly sampled from Malaysian university and data analyzed using one-way ANOVA and independent t-test. The findings from the study show variation in overall psychological well-being of respondents in relation to; faculties, ages, semesters of study, genders, marital status. The study established a positive significant relationship between personal growth and semester of students. The study found that marital and employment status had significant difference in autonomy of the students while marital status was positively related to the overall psychological well-being. The study by Panahi, Suraya Yunus and Roslan (2013) focused on university graduate students but the current study focused on boys drawn from secondary schools in Embakasi Central Constituency, Nairobi City County.

In Bulgaria, Gaydarov (2014) examined the interconnection between psychological wellbeing and inclusive education. The study used meta-analysis and content analysis to review 43 articles and established that there was a statistically significant relationship

between inclusive education and psychological wellbeing. The recommended that measures should be put to promote effectiveness of inclusive education and this will contribute towards improving the psychological wellbeing of individuals either in school or family level. The study by Gaydarov (2014) is limited because it utilized secondary data while the current study used questionnaires and interviews to collect data from respondents.

In the United Kingdom, a study conducted by Bewick *et al.,* (2010) sought to determine the psychological well- being of students from all faculties across their undergraduate degree programme. The study utilized General Population Clinical Outcomes in Routine Evaluation (GP- CORE) too to measure the psychological well- being of respondents. The findings revealed a greater strain on well- being once students start university compared to pre- university levels. Further, the study revealed that students experienced highest psychological strain during the first semester with significant reduction in levels of distress from semester one to semester two being observed in both year one and year three. The study by Bewick *et al.,* (2010) focused on university students while the current study will focus on secondary school students. Similarly, the current study adopted cross-sectional descriptive and phenomenological design as opposed to Bewick *et al.,* (2010) who utilized longitudinal design.

In Thailand, a study conducted by Rahman (2018) focused on the psychological well-being of international students in Thai universities and specifically looked at the effects of socio-cultural adjustment. The study population consisted of students from International College and Graduate School of Business of a private Thai university. A total of 105 international students completed self-reported questionnaires out of which 87 were found complete for analysis. Correlation analysis revealed a strong relationship between socio-cultural adjustment and psychological well-being of international students. The findings from the study showed insignificant relationship between socio-cultural factors and psychological

well-being while socio-cultural adjustment factors of academic adjustment, interpersonal relationship and adaptation were found to have a significant relationship with psychological well-being of respondents. The current study focused on secondary school students and sought to find how boy-child experiences influenced their psychological wellbeing.

In Turkey, a study by Gul, Çaglayan and Akander (2017) examined the effect of sports education on psychological well-being levels of high school students in terms of individual, environmental and self-determination. The researchers selected a sample of 88 high school students who received education in a high school attached to Provincial National Education Directorate of Konya where they are provided for sports training and 90 students received education in a similar school but were not provided with sports training in the first half of the 2016-2017 academic years. The study utilized pretest-posttest model and Ryff's Psychological Well-Being Scale. The findings showed that psychological well-being scale related with groups receiving (experimental) and not receiving the sports training (control) was not significant in favor of the posttest score averages and also it has been understood that there is a difference in favor of the posttest score averages in the dimensions of environmental domination and self-determination but this difference is not significant at 0.05 level. The study by Gul, Çaglayan and Akander (2017) focused on sports education but the current study focused on influence of boy child education experiences on their psychological wellbeing.

In India, Javed, Salma and Khan (2016) assessed the effect education on quality of life and well being. More specifically, the study wanted to assess the quality of life of educated and uneducated Muslim housewives. The study adopted cross-sectional descriptive design and snow balling to sample 100 educated Muslim Housewives and 100 uneducated Muslim housewives from District Aligarh, India. The study used WHOQOL-BREF (World Health Organization Quality of Life) tool to assess Quality of life and use of Well- Being

Scale to assess various well-being dimensions in both the groups. The study found significant Difference between various dimensions of quality of life and well-being of educated and non educated Muslim women of Aligarh district. The study by Javed, Salma and Khan (2016) only focused on Muslim women's quality of life and wellbeing thereby leaving a gap on how education experiences influence psychological wellbeing. The current study looked at how education experiences influenced the psychological wellbeing of the boy-child.

In England, a report by Thorley (2016) examined the role of education on mental health with the aim of supporting secondary schools to play a central role in early intervention mental health services. The report established that secondary schools were facing a storm resulting from acceleration of demand for mental health services. According to the report, hospital admissions of students aged below 17 years had doubled between the years 2009/10 and 2014/15. Further the report revealed that in 2016, 90 per cent of secondary school head teachers reported an increase in rates of mental health problems such as anxiety and depression among students. Thorley (2016) recommended all secondary schools should access to at least one day per week of on-site support from professional who is able to provide targeted mental health interventions to pupils. However, the evaluation by Thorley (2016) didn't explore the causes of upsurge of mental health issues among students and the effectiveness of education as a tool towards enhancing the psychological wellbeing of students in secondary. The current study sought to fill this gap by examining how education experiences influenced the psychological wellbeing of boy -child students.

In Finland, Finnish Institute for Health and Welfare (THL, 2017) examined the health and well-being of Finnish children from age 14 to 20 years. The main objective of the study was to make sure that the planning and evaluation of health promotion activities in the different schools are improved gradually not decline. The findings from the study revealed that pupils valued quality of their education and the safety that the schools provide within the

school environment and therefore in order to enhance the psychological wellbeing of children and education tailored intervention was recommended (THL, 2017). The study focused on children and youth aged between 14 and 20 years while the current study specifically focused on boy child adolescents aged between 14 years and 18 years.

In Greece, Nikolaou and Markogiannakis (2017) sought to find out the role of teachers in primary school in promoting pupil's mental health. The study established that early detection and identification of children with emotional difficulties as well as development of preventive interventions were salient elements of enhancing mental health among students. The study recommended training of teachers on communication skills, with the aim of consolidating positive interpersonal relationships with students, parents and colleagues.

In Uganda, a study conducted by Nsereko *et al.,* (2018) examined stakeholder's perceptions of help-seeking behaviour among people with mental health problems in Uganda. Data was collected using interviews and Focused Group Discussions and analyzed thematically. The study found that in some Ugandan communities, mental illness help is mostly sought from traditional healers initially and conventional methods of treatment often come as the last option. This health seeking behaviour was linked to beliefs about the causes of mental illness, the nature of service delivery, accessibility and cost, stigma. The study recommended awareness creation and education of the public in order to scale up the uptake of mental health services in Uganda. The study by Nsereko *et al.,* (2018) did not elaborate the nature of mental illness conditions that prompted the community members to seek help from traditional healers and whether interventional by the healers were effective.

In Kenya, a study conducted by Osok *et al.,* (2018) examined the adversities and mental health needs of pregnant adolescents in Kenya: identifying interpersonal, practical, and cultural barriers to care. The study used qualitative study design and sampled 12 pregnant

adolescents aged between 15–19 years who were accessing antenatal services in health facilities in Nairobi. Data was collected using interviews and analyzed thematically. The findings revealed that the respondents faced challenges of; depression, anxiety and stress around the pregnancy, denial of the pregnancy, inadequate basic necessities and restricted educational and livelihood opportunities for personal development during post pregnancy. The study proposed education and integration of mental health services for pregnant adolescents. The study Osok *et al.,* (2018) focused on pregnant adolescents but the current study focused on the boy-child.

Chege and Likoye (2015) argue that in the African culture, the boy is groomed with perception that they are not keen on their schooling and education. The society perceives boys as individuals who are not giving back to their family after leaving home whilst the girls would. The researchers further indicate that the boy child appears to be more attracted in generating his own capital and entertain himself with watching movies, playing in arcade-centres or spending time with friends. The society holds the belief that boys have a role model in their fathers whom they spend many times together. Fathers play an essential role in educating and socializing boys according to the societal ideals and values. Therefore, lack of fathers or a fatherly figure may deprive boys of their role model and educator (Chege & Likoye, 2015). However, the study doesn't recognize that tremendous progress Kenya has made towards deconstructing retrogressive cultures and traditions that initially prevented children from accessing quality education.

In Kenya, Marangu *et al.,(*2014) underscores the importance of building the capacity of health care professionals through training in addressing issues of mental illness in Kenya. The authors argue that inadequate investment; clinging on traditional approaches in training a professional mental health workforce and the pervading stigma of mental illness continue to

hamper the best of intentions. Thus, the authors recommend adoption of multidisciplinary approaches in professionals in heterogeneous settings such as Kenya.

2.2.3 Peer Experiences and Psychological Wellbeing of the Boy Child

In Portugal, a study conducted by Tomé *et al.,* (2012) examined the influence of peer group on the behavior of adolescents. The study used explanatory model based Structural Equations Modeling (SEM) and selected a sample of adolescents in the Portuguese survey of the European study Health Behaviour in School-aged Children (HBSC). The study focused on students in grades 6, 8 and 10 who were averagely aged 14 years. The study used a sample of 4,877 who were randomly selected. The findings revealed that peer groups had direct influence on adolescents' risk behaviors. Further, the study revealed that parents did not effectively intervene to moderate the behaviors. The negative influence of the peer group was associated with involvement in risk behaviors while positive influence was associated with protective behaviors. The study by Tomé *et al.,* (2012) generalizes the influence of peer pressure to risk and protective behaviors among adolescents but it does not illustrate how such behaviors affect a child's mental wellbeing, thus the current study.

In England, Fink *et al.,* (2015) conducted a study by comparing results from two national cross sectional surveys in England (one conducted in 2009 and one in 2014) and established that there was no difference among peers when it came to the general level of mental health problems. Equally, the study found that total difficulties in boys decreased across the 5 years and girls had significantly greater emotional problems in 2014 than in 2009. The study by Fink *et al.,* (2015) does not provide reasons for variation of mental wellbeing between boys and girls and thus the current study explored peer experiences and psychological wellbeing of the boy-child in Embakasi Central Constituency, Nairobi City County.

In his study, James (2011) compared the use and impact of peer support schemes in three countries (UK, Japan and South Korea) and established that peer support schemes were significant in improving the wellbeing of peers across the three countries. James (2011) further notes that the idea of peer schemes started in the US in the 1970s then Canada and Australia adopted it the 1980s and currently several countries use peer support in anti-bullying initiatives, in line with the UN Convention on the Rights of the child. Jame's (2011) study was conducted in developed countries while the current study was done in Kenya which have unique socioeconomic environment that influences peer's mental wellbeing.

In the United States, a study by Scales, Benson and Roehlkepartain (2011) explored the growth of adolescents by looking at the role of sparks, relationships, and empowerment on adolescents in USA. The study revealed that adolescent's' sense of empowerment was linked with psychological, social, and behavioral well-being and better academic performance. Increased sense of empowerment was also associated with positive engagement peer activities. However, this study differs from the current study because it focused on peer influence on adolescents' academic progress while the current study focused on the role of peer pressure on the psychological wellbeing of boy child adolescents.

In Thailand, Lucktong, Salisbury and Chamratrithirong (2018) examined the impact of parental, peer and school attachment on the psychological well-being of early adolescents in Thailand. The study used cross-sectional design and sampled 1360 adolescents (aged 12–15 years) from the district of Central Thailand. Data was collected using self-administered questionnaire during school hours and found that parental and peer attachment were negatively associated with overall psychological difficulties, externalizing problems and internalizing problems among the respondents while parental and school attachment were positively associated with life satisfaction. Equally, the study revealed that more secure peer and school attachment were significantly linked with greater prosocial behaviors and the

study established that self-esteem mediated the relationships between attachment and all domains of psychological well-being except prosocial behaviors. The study by Lucktong, Salisbury and Chamratrithirong (2018) used cross-sectional descriptive design alone but the current study utilized both cross-sectional and phenomenological design to collect data from the respondents.

In Spain, a study by Camara, Bacigalupe and Padilla (2017) evaluated the role of social support in adolescents using a sample of 80 adolescents drawn from Basque Country in Spain. Particularly, the study aimed to document adolescents' narratives on stress and social support and as well as interpersonal relationships like stressors and as sources of social support. The study found that adolescents draw sources of support that are familiar, mature, friendly, and, most importantly and worth of trust from peers and their most valued type of support is emotional support. The current study is different because data was collected using both qualitative and quantitative methods and it focused on boy-child only.

In Jordan, a study conducted by Al-sheyab, Gharaibeh and Kheirallah (2018) sought to determine the link between peer pressure and eating disorders among adolescents. The study used descriptive, correlational and cross-sectional design as well as multistage cluster sampling technique was used to select 738 students from 8th to 10th grades participated in the study. Data were collected using self-administered and online questionnaire. The study findings revealed an overall difference in mean of the Inventory of Peer Influence on Eating Concerns (I-PIEC) between adolescents with disordered eating behaviors and normal eating behaviors states was statistically significant. The current study focused on the boy child and assessed how peer experiences influenced their psychological wellbeing.

In Nigeria, a study conducted by Adimora, Akaneme and Aye (2018) investigated the association between peer pressure and home environment as predictors of disruptive and risky sexual behaviors of secondary school adolescents in Enugu State. The study used cross

sectional survey and was conducted in six Education zones in Enugu State, Nigeria. Data was collected using observation schedule, an interview session and a structured questionnaire of four clusters. The study established that adolescents who exhibited signs of increased sensitivity to positive peer pressure demonstrated compliant and no or lowered risky sexual behavior while adolescents who engaged with negative peer pressure strongly exhibited disruptive and risky sexual behaviour. The study by Adimora, Akaneme and Aye (2018) did not assess how peer pressure and risky sexual behaviors influence psychological wellbeing of students and thus the current study sought to fill this gap by exploring how peer experiences influenced psychological wellbeing of the boy-child in Embakasi Central Constituency, Nairobi City County.

In Kenya, some cultures dictate that boy-child should not express emotions or show any weaknesses of weakness even when confronted with a psychological challenge. The boy child is expected to be brave and pair with peers of strength and power. This means that in Kenya, the boy child is socialized in the belief system that he is stronger and should not show weakness or emotions and the consequence of this is that peers end up suffering in silence while some contemplate committing when the problem is overwhelming (Chang´ach, 2012).

2.2.4 Counseling and Psychological Wellbeing of the Boy Child

In India, a study by Renuka, Devaki, Madhavan and Saikumar (2013) examined the effect of counseling on the academic performance of college students. The study used descriptive design and interviews to collect data from 54 first MBBS college students of the SBMCH 2007-2008 batch. Questionnaires were used to gather information from faculty members and data analysis was done using thematic technique and descriptive statistics respectively. The study found that counseling services in colleges was effective in easing out the students' personal difficulties. The results showed an increase in the average marks by about 15%-25% among 43% of the students and by about 10% -15% of marks among 13% of

the students. However, the study found no marked improvement among 31% of the respondents. The current study is different In Spain, a study by Camara, Bacigalupe and Padilla (2017) evaluated the role of social support in adolescents using a sample of 80 adolescents drawn from Basque Country in Spain. Particularly, the study aimed to document adolescents' narratives on stress and social support and as well as interpersonal relationships like stressors and as sources of social support. The study found that adolescents draw sources of support that are familiar, mature, friendly, and, most importantly and worth of trust from peers and their most valued type of support is emotional support. The current study is different because data was collected using both qualitative and quantitative methods and it focused on boy-child only.

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In Iran, Bahramabadi, Manee and Issazadegan (2015) explored the effect of life skills training that focused on assertiveness, problem solving and stress management and how these factors affected the psychological well-being and school satisfaction among adolescents in Iran. The study was semi-experimental with pre and post tests and it involved 60 participants who were selected randomly and divided into 3 experimental groups and one control group (n=15). The experimental groups were subjected to life-related skills during five sessions. Data was collected using Psychological Well-Being Scale (SWBS) and School Satisfaction Scale (SWSS) and the data analyzed using T-test and analysis of covariance. The findings from the study revealed that psychosocial life skills training promoted an improvement in psychological well-being and school satisfaction among adolescents. Further, the results showed self-assertion training contributed more on the psychological well-being and school satisfaction among adolescents compared to other training. The study concluded that psychosocial life skills training is a useful strategy for improving the psychological wellbeing of adolescents. However, the study by Bahramabadi, Manee and Issazadegan (2015) used a sample size of 60 participants, both girls and boys but the current study focused on a sample size of 360 boy child students.

In Saudi Arabia, Easow and Ghorpade (2017) examined the level of psychological well being among adolescents in a selected high school at Tumkur, Saudi Arabia. The study adopted descriptive design and targeted 100 adolescent students who were selected using convenient sampling method and data gathered using the Psychological Well Being Scale. Data collected was then analyzed using descriptive and inferential statistics. The study results showed that majority of 84(84%) of adolescents had adequate psychological wellbeing and 11(11%) of them had moderate while only 5(5%) of the adolescents had inadequate psychological well being. Equally, the study found 83.33% of adolescents had moderate psychological wellbeing level while 16.67% had adequate psychological wellbeing level. In

addition, the study revealed that 6% of the adolescents had moderate self esteem level whereas those with inadequate and adequate self esteem level represented 20% and 20% respectively. More importantly, the study established a significant positive relationship between psychological wellbeing of high school adolescents and gender (X2= 6.21, p= 0.05) as well as a significant positive relationship between family origin and psychological wellbeing of adolescents (X 2=11.89, p= 0.05). Further, the study revealed that self control, self esteem, mental balance, social environment and sociability moderately contributes psychological well being of adolescents and recommended that adolescents requires regular and sustained guidance and mentorship in order to maintain their adequate psychological well being.

In Ghana, Kumi-Kyereme, Awusabo-Asare and Darteh (2014) examined the views of adults on adolescent sexual and reproductive health (ASRH) problems and challenges. The study was based on 60 in-depth interviews conducted among adults in Ghana in 2005. The study adopted purposive sampling and targeted parents, teachers, health care providers and community leaders. The study found that the major ASRH problems were teenage pregnancy and HIV/AIDS. The implication is that sexually related issues such as teenage pregnancy and HIV/AIDS were social challenges of adolescents. The study recommended that school counselors need to do more as guidance coordinators within the schools. The study by Kumi-Kyereme, Awusabo-Asare and Darteh (2014) does not show how issues of teenage pregnancy and HIV/AIDs affect the psychological wellbeing of students. The current study examined the role of counseling in promoting the psychological wellbeing of the boy child in secondary schools.

In Uganda, Evarist (2018) carried a study on adolescent trauma and its effects on psychosocial wellbeing of adolescents with the aim of initiating an adolescent trauma intervention model relevant in Uganda. The study adopted exploratory case study design and

used 86 respondents sampled using simple random and purposive sampling techniques. Data was collected using Likert scale standardized questionnaire known as “The child and Adolescent Trauma Screen (CATS). Further, the study used coding sheets and descriptive statistics such as frequencies and percentages to analyze and data was presented in form of bar charts, pie charts and frequency tables. The study established that adolescent trauma was caused by multiple factors in examination. Further, the study revealed that trauma interfered with adolescent’s emotional wellbeing and academic performance and caused bad feelings about one's body as well as resulted in sleep related problems. The study proposed that parents, counselors, social workers and teachers require in-service training in order to be empowered with skills on how to address psychosocial needs of adolescents at school, health centers and in families.

In Kenya, a study by Awuor, Aloka and Raburu (2018) investigated the effectiveness of Guidance and Counseling in the management of student behaviour in public secondary schools in Kenya. The study used mixed method approach with concurrent triangulation design. The study adopted stratified random sampling technique to sample 196 teachers, 28 deputy principals and 28 heads of guidance and counseling. The study used questionnaires, interview schedules and document analysis guides in data collection. The study established a statistical significant relationship between guidance and counseling and management of student behavior. The study by Awuor, Aloka and Raburu (2018) did not evaluate how counseling influences the psychological wellbeing of students and this informed the current study.

Another study in Kenya by Wamboi (2015) established that schools face a challenge of unequal representation among teacher counselors with a greater majority being females. In addition, the study revealed that time fixed for guidance and counseling sessions was too short and inappropriate as the sessions were scheduled during lunch break or at the end of the

lesson afterschool at 4.00 pm. The study further revealed that guidance and counseling sessions were not regularly conducted in most schools and that counseling sessions were only held when a student had a problem. The findings further indicated that only a few students, especially females sought counseling. In general, the teachers appeared skeptical as to whether students' issues were resolved through guidance and Counseling. This was attributed to several factors the main being heavy workload by both teachers and students which could have made it difficult to accomplish effective guidance and counseling. Another study by Mikaye (2012) revealed that most principals saw guidance and counseling to be significant in the schools while a few did not regard as it important. He observed that good number school administrators wanted to embrace good order which is acquired through use of guidance and counseling services. However, the study did not consider students' experiences.

2.3 Knowledge Gap

It is evident from the literature review that studies focusing on the relationship between boy child experiences and their psychological wellbeing are generalized, inconclusive or inconsistent and no known study has been done in Embakasi Central Constituency. A number of available studies are based in developed countries thus leaving a big gap on whether their findings can be applied in developing countries like Kenya where boy child development is largely influenced by the cultural and socio-political environment. The few studies done in Kenya overly focuses on girl child empowerment, women empowerment or academic performance among adolescents and negates the fact that the boy child is becoming disempowered day by day.

It is evident from literature review that the subject of psychological wellbeing of boy child has received little education stakeholders in Kenya. In Embakasi Central, the boy child is on the brink of being lost in crime and other antisocial activities. Day in day out, reports of youths killed or caught in the wrong side of the law continue to worry the residents of

Embakasi Central Constituency but despite the situation, little has done to address the problem. In particular, this study contributes new knowledge on how to empower boys in every step of their formative years.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The overall objective of the study was to evaluate the relationship between boy-child experiences and their psychological wellbeing using the case of Embakasi Central Constituency, Nairobi City County. This chapter describes the research design and methodology that was used in conducting the study, target population, sample and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques. Lastly the chapter discusses the ethical issues that were considered before, during, and after the research.

3.1 Research Design

The study utilized mixed research methods including cross-section descriptive design and phenomenological design. Cross-sectional descriptive design survey facilitated collection of quantitative data while phenomenological design promoted collection of qualitative data. Cross-sectional descriptive design was convenient for collecting descriptive and inferential data regarding methods of boy child experiences and their psychological wellbeing. The design helped the researcher to construct both closed and open-ended questionnaires that were distributed to the boy-child students in public secondary schools. Phenomenological design was suitable for the study because it helped the researcher to construct structured interviews for PTA members, teachers and principals.

3.2 Target Population

Target population refers to a larger group from which the sample is taken (Kombo & Tromp, 2013). The study targeted boy-child students aged between 14-18 years, parents, teachers and principals drawn from seven public secondary schools in Embakasi Central

Constituency, Nairobi City County. The total target population of the study was 3,667 boy-child students, 9 PTA members, 7 principals and 14 teachers.

The choice of 14-18 year old boy-child students was informed by the fact that these group of students are adolescents who are in secondary schools and this age is marked by turbulent behavior as the boys seek to discover their identity and purpose in life. It is also during this period of between 14-18 years when boys need more consistent parental guidance and counseling in order to help them address challenges of peer pressure and academic performance. The study was undertaken in Embakasi Central Constituency following increased reports from the mainstream media and the researcher's interaction with the residents of this area that depicted a boy-child who is facing numerous psychological challenges.

3.3 Sample Size and Sampling Procedures

A sample is a group of individuals, objects, items or cases selected from the accessible target population (Kombo & Tromp, 2013). Sampling then is the procedure a researcher uses to select people, places or elements to study (Kombo & Tromp, 2013). In this study, the researcher utilized both probability and non-probability sampling. These included proportionate stratified random sampling technique, simple random sampling technique and purposive sampling technique. The study adopted Yamane's formula of 2001 to determine the sample size from a student population of 3,667. Yamane's formula uses a 95 percent level of confidence and a maximum variability (p) =0.05. A standard error of 5%. Yamane's formula is as shown below:

$$n = \frac{N}{1 + N\ e}\ 2$$

n= sample size

N= Total population

e= Margin of error

Sample Size Calculation for Students

N= 3,667

$$\frac{3,667}{1+3,667(0.05)^2}$$

n= 360 Respondents

3.3.1 Selection of Schools

The researcher used stratified sampling technique to select secondary schools from Embakasi Central Constituency. All public secondary schools in Embakasi Central constituency were grouped into a cluster based on the area wards and seven public secondary schools were selected to represent the population. The selected schools were; Mwangaza Mixed Secondary, Kayole boys Secondary, City Shine Secondary, Newlite Mixed Secondary, Embakasi Secondary School, Komarock road Secondary and Emmaus Secondary School.

3.3.2 Selection of Students

The researcher adopted simple random sampling to select boy child students from Form 1, Form 2, Form 3 and Form 4 who participated in the study. The choice of students from all classes was significant because they were deemed to have in-depth experience on the subject relating to boy-child experiences and their psychological wellbeing

Table 1: Distribution of Sample Size in Selected Schools

Name of school	Population	Percentage	Sample Size
1. Mwangaza Mixed	526	14.3%	14.3/100×360=51
2. Kayole boys	712	19.4%	19.4/100×360=70
3. City Shine	424	11.6%	11.6/100×360=42
4. Newlight Mixed	407	11.1%	11.1/100×360=40
5. Embakasi Secondary	623	17.0%	17.0/100×360=61
6. Komarock Road Mixed	520	14.2%	14.2/100×360=51
7. Emmaus Secondary	455	12.4%	12.4/100×360=45
TOTAL	**3,667**	**100.0%**	**360**

3.3.3 Selection of Teachers and Principals

Purposive sampling was used to sample teachers and principals from each of the seven schools. Two class teachers and the principal were selected from each of the seven schools and this made a total of 14 teachers and 7 principals. In the study, teachers and principals were significant because they are involved in day to day management of student affairs including; sensitizing parents/guardians, admitting pupils, collecting school fees and children's requirements, managing of pupil's discipline and implementing the management strategies hence they were presumed to have relevant information concerning the relationship between boy child experiences and their psychological wellbeing. Purposive sampling was important because it focuses on a group of interest who possesses relevant information concerning the subject of the study.

3.3.4 Selection of Parents' Representatives (PTA)

The researcher used purposive sampling in selecting 9 PTA members from the seven schools who participated in the study. PTA members who are parent's representatives were vital in the study because they coordinate and organize parent's activities and thus they were deemed to have information about boy-child experiences and their psychological wellbeing.

3.4 Pilot Study

The researcher conducted a pilot test to ascertain the validity and reliability of the research instruments using two neighboring secondary schools drawn from the neighboring Embakasi North Constituency. The two schools were; Dandora Secondary school and Our Lady Fatima secondary school. A sample of 2 principals, 2 class teachers, 2 PTA members and 20 boy child students were purposely selected for piloting. Since the two schools were from the neighboring constituency, the respondents in the piloting exercise were not involved in the final administration of the questionnaires.

3.5 Research Instruments

Research instruments are tools or devices with which a researcher uses to collect the necessary information in a research study (Mugenda & Mugenda, 2009). In this study, the researcher used questionnaires and semi- structured interviews to collect primary data. Secondary data was collected from books, journals, articles, newspapers and published theses.

3.6 Data Collection Procedures

The researcher got a letter of permission from the Faculty of Arts and Social Sciences at Catholic University of Eastern Africa as well as a research permit from NACOSTI before proceeding to the field. The researchers presented the letter to the respective school principals granting him the permission to conduct the research. Subsequently, the researcher made arrangements to meet the selected boy-child students, teachers and parents. Consent of all respondents was sought before administering the research instruments.

3.7 Data Analysis and Presentation

Data analysis involves a process of bringing order, structure and meaning to the mass of information collected. It is the breaking down large components of research data or information to simpler easily synthesized and understood parts (Mugenda & Mugenda, 2012).

For qualitative data obtained from semi-structured interviews involving principals and PTA members, the researcher organized and categorized into themes and analyzed it using narrative form and presented it using verbatim.

Besides, the quantitative data obtained questionnaires were coded and analyzed using descriptive statistics involving frequencies and percentages. The Statistical Package for Social Sciences (SPSS) version 23 was used in data analysis. Research question one that focused on the role of parental guidance on psychological wellbeing of the boy child was analyzed using simple univariate statistics as well as descriptive statistics including frequencies, mean and percentages and presented using tables and graphs. The study also adopted bivariate correlation analysis and linear regression analysis to measure the relationship between the variables.

Research question two that focused on boy child education experiences was analyzed using simple univariate statistics as well as descriptive statistics including frequencies, mean and percentages and presented using tables and graphs. The study also used bivariate correlation analysis and linear regression analysis to measure the relationship between the variables. Research question three that focused on boy child peer experiences was analyzed using simple univariate statistics as well as descriptive statistics including frequencies, mean and percentages and presented using tables and graphs. The study also used bivariate correlation analysis and linear regression analysis to measure the relationship between the variables. Research question four that focused on boy-child guidance and counseling was analyzed using simple univariate statistics as well as descriptive statistics including frequencies, mean and percentages and presented using tables and graphs. The study also utilized bivariate correlation analysis and linear regression analysis to measure the relationship between the variables.

3.8 Ethical Consideration of the Study

The researcher made sure that the study was conducted in such a way that it did not interfere with invaluable rights of the respondents. Before embarking on data collection and during and after data collection, the researcher put into considerations a number of ethical issues. First the researcher applied for a research permit from National Commission for Science and Technology and Innovations (NACOSTI) through the Catholic university of Eastern Africa. The researcher then took a copy to the County Education Officer of Nairobi as well as to the Sub-County Director of Education in Embakasi for further permission to conduct out a research in the specified area of his or her jurisdiction. Apart from obtaining the necessary and relevant research permits from both the government of Kenya and the Catholic University, ethical concerns including informed consent, privacy, confidentiality and security were highly considered throughout the study.

3.8.1 Informed Consent

The research participants were informed in details as regards to the nature and purpose of the study, the procedures to be used, their roles in the study and the expected impacts to the participants and/or the community. In order to ascertain whether the research participants understand what is explained to them, they were given an opportunity to ask questions and to raise any issues that was not clear. Besides, the research participants were required to participate in the study on voluntary basis, that is, without physical or psychological coercion or promises of benefits unlikely to result from participation. Informed consent was also another important consideration in the study and every participant was required to authorize their participation in the study orally and in written.

3.8.2 Privacy and Confidentiality

In order to safeguard the research participants from unwanted exposure, confidentiality was maintained. Christian (2005) notes that the single most likely source of

harm in social science inquiry is the disclosure of private knowledge considered damaging by research participants. Efforts were made not only to protect the information from unauthorized observation but also to ensure the confidentiality or anonymity of the research participants. The researcher established whether the participants preferred to be named in the written report of the research or being given a pseudonym.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

The study focused on boy child experiences and their psychological wellbeing using the case of Embakasi Central Constituency, Nairobi City County. This chapter deals with data analysis and presentation of results based on the research objectives. Quantitative data collected through questionnaires targeting boy child students and teachers was first identified in terms of levels of measurement as nominal, ordinal, interval or ratio. This was important in helping to determine how best to organize the data. In addition, the data was sorted and coded into the SPPS in order to give it meaning. Descriptive statistics were used to summarize data in form of frequencies, percentages, mean, medium, and mode as well as minimum and maximum values while inferential statistics including regression, Analysis of Variance (ANOVA) and regression coefficients were done to ascertain the relationship between independent and dependent variables.

The chapter is arranged in nine sections. Section one discusses the response rate of respondents, section two describes the demographic characteristics of respondents and section three discusses the reliability of the study questions while section four focuses on the effect of parental guidance on psychological wellbeing of the boy-child. Section five discusses how education experiences influence the psychological wellbeing of the boy child, section six focuses on the effect of peer experiences on psychological wellbeing of the boy child and section seven describes the effect of guidance and counseling on psychological wellbeing of the boy child while section eight discusses the level of psychological wellbeing of the boy-child as section nine presents the inferential statistics including, correlation, regression and Analysis of Variance (ANOVA).

4.1 Response Rate

Response rate is an important factor in any study because it indicates the quality and validity of the study results. The response rate was calculated by dividing the total number of respondents who completed and returned the questionnaires with the total sample size of the study. The researcher with the help of research assistants administered a total of 360 questionnaires to boy-child students and 14 teachers drawn from 7 seven schools in Embakasi Central constituency. Upon return, 347 boy-child students and 14 teachers completed and returned the survey questionnaires and this translated to a response of 96.4% and 100.0% respectively. The high response rate was attributed to the use of research assistants who helped in the process of questionnaire administration. Besides, the researcher managed to reach all the 7 school principals and 9 parents for interviews thereby translating to 100.0% response rate. The summary of response rate is given in table 2

Table 2: Response Rate

Respondent	No. of Instruments Administered	No. of Instruments Returned	Response rate
Students	360	347	96.4%
Teachers	14	14	100.0%
Total	**374**	**361**	**96.5%**

4.2 Reliability Analysis

The researcher conducted a pilot test to find out the reliability of the research questions. The responses in each question were evaluated with the aim of finding out whether there were any inconsistencies with a view of establishing the degree of internal consistency of data captured by questionnaires. The results are shown in table 3.

Table 3: Reliability Test

Variables	Cronbach Alpha
Parental Guidance	.716
Education Experiences	.783
Peer Experiences	.876
Guidance and Counseling	.915
Overall	**.927**

As shown in Table 3, the study established that questions relating to guidance and counseling had the highest internal reliability of (0.915) followed by peer experiences at (0.876) and education experiences at (0.783) while parental guidance had internal reliability of (0.716). This finding can be interpreted to mean that all variables examined recorded Cronbach alpha value of above 0.70. This means that the items in the study had high internal consistency because reliability coefficient of 0.70 or higher is considered acceptable (Kline, 1999).

4.3 Demographic Characteristics of Boy Child Students

This section presents demographic characteristics of the boy-child students who participated in the study. The characteristics discussed include; age, class level, parental occupation, parental level of education and parental source of income as well as parental level of education and religious affiliation. The demographic characteristics of the boy-child were important in the study for determination of whether the individuals who participated in the study were representative sample of the target population for generalization purposes.

4.3.1 Age Bracket of Boy Child Students

Age was an important factor to consider because as boys grow and develop, they experience different psychological needs that require particular interventions. It can be

argued that boys who at adolescent stage often experience turbulent periods of identity crisis and thus the need for psychosocial support. The findings are shown in figure 2:

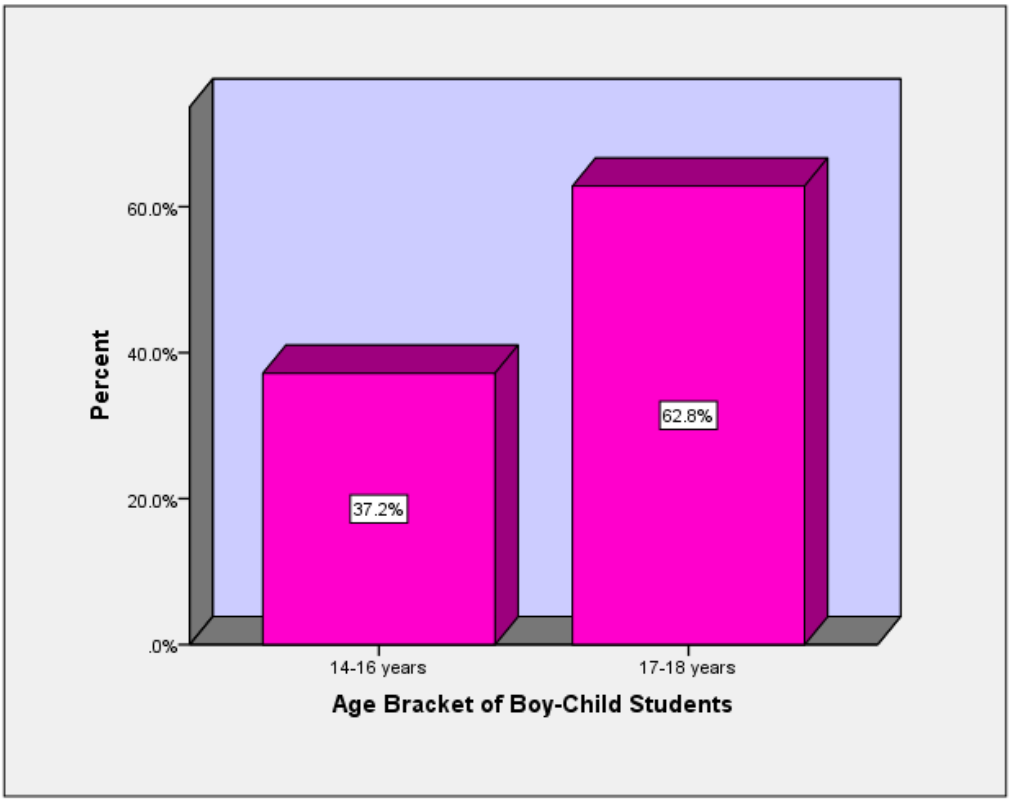


Figure 2: Age Bracket of Boy-Child Students

There is unfair distribution of boy child in terms of age. However, majority of the respondents were between ages 17-18 years (62.8%) while the remaining (37.2%) of the respondents were of ages between 14-16 years. This finding implies that all the surveyed boy-child students were within the right age of being in secondary since the Kenyan Ministry of Education stipulates that a child should enroll standard 1 at the age of 6 years and by the age of 13 years or over, the child should be in secondary school.

4.3.2 Class Level of Boy Child Students

Class level of students was an important factor to consider because as boys transition from one class level to another, there psychological needs changes. Boys who are upper secondary level may be considered to be mature and thus able to make informed decisions unlike boys at lower secondary level. The findings are shown in figure 3:

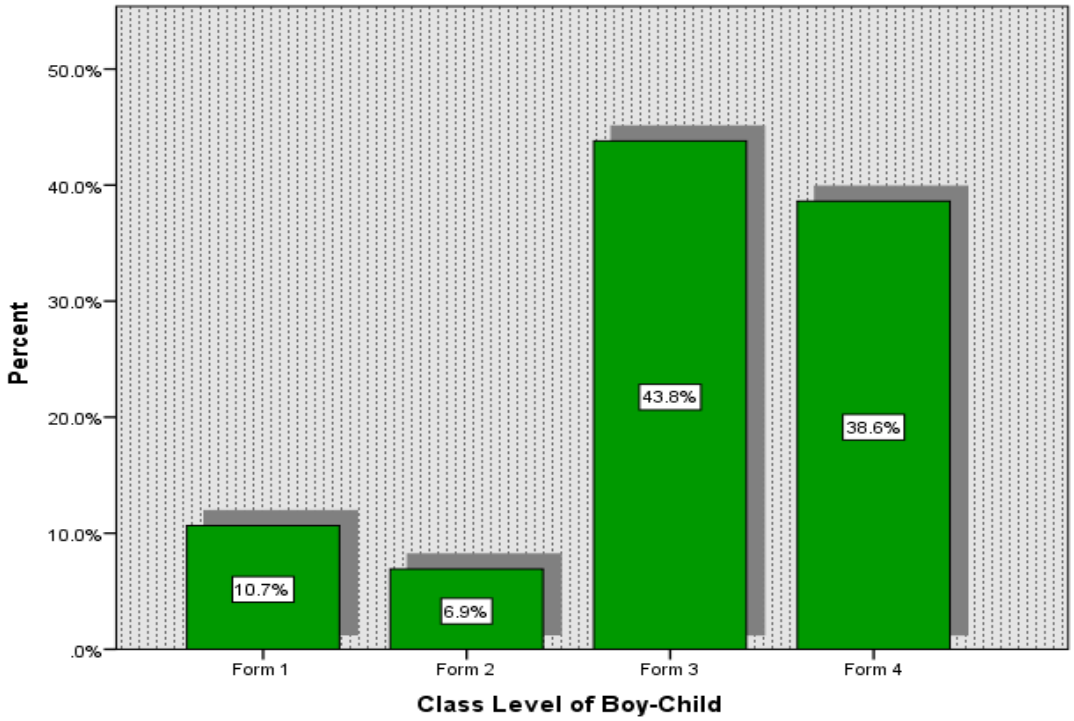


Figure 3: Class Level of Boy Child Students

The boy child students were unfairly distributed in terms of class level. According to the findings, most of the students were in Form 3 while more than 38.6% were in Form 4. Besides, the study revealed that more than 10.7% and 6.9% of the respondents were in Form 1 and Form 2 respectively. This finding implies that the boy-child students who participated in the study were a good representative of the study population because they were drawn from different classes and thus enriched the study with experiences and information about the influence of boy-child experiences on their psychological wellbeing.

4.3.3 Parental Occupation of the Boy Child

The study assessed the parental occupation of the boy child with the aim of developing an understanding on how it influences psychological wellbeing of the boy child. The findings are shown in figure 4:

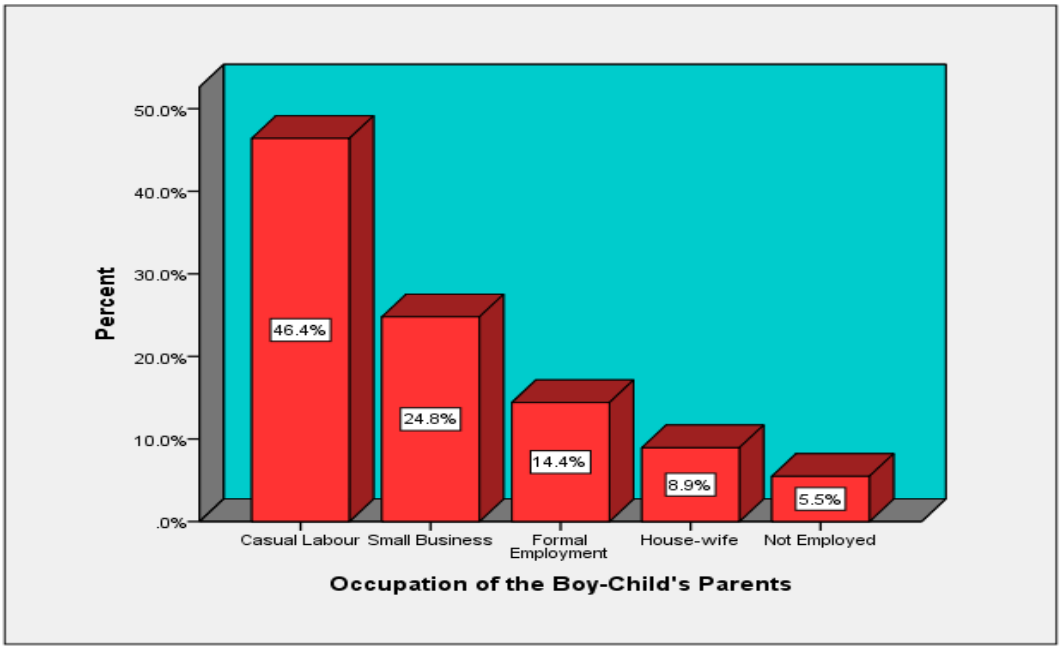


Figure 4: Parental Occupation of Boy Child Students

The study revealed an unfair distribution of parental occupation of boy child students. However, majority (46.4%) were casual laborers to earn a living while more than 24.8% of boy child parents were small businesses men and women. Equally, more than 14.4% of boy child's parents were formerly employed and 8.9% were house-wives while 5.5% of boy child parents were not employed. This finding implies that more than half of the boy child's parents had no reliable source of income.

4.3.4 Education Level of Boy Child's Parents

Education level of boy child's parents was an important consideration in the study owing to the fact that educated parents are deemed to have knowledge and skills on parenting and socialization of a child. The findings are summarized in figure 5:

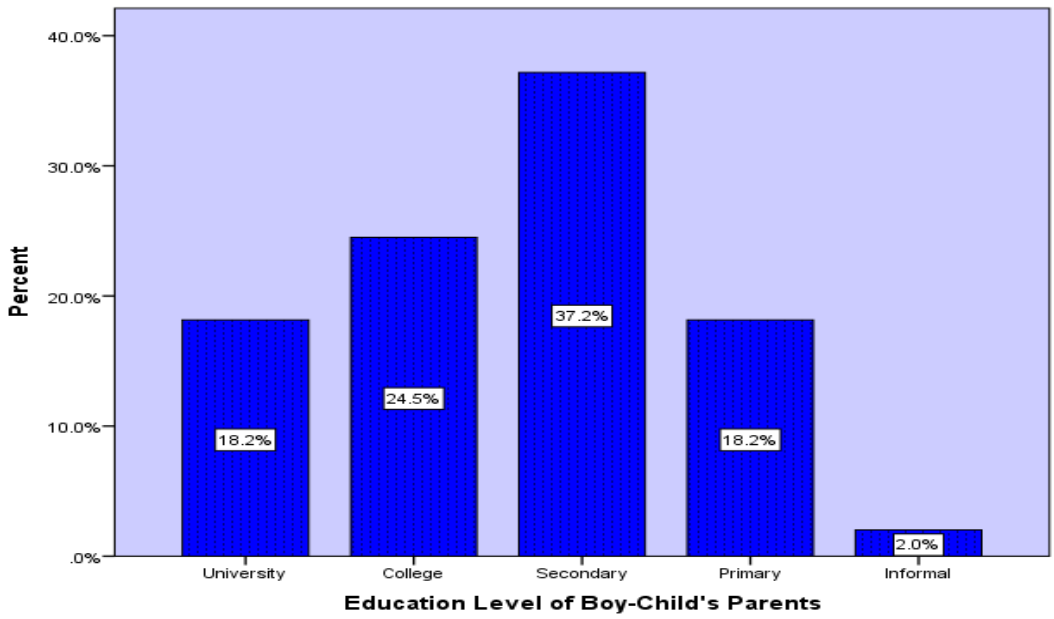


Figure 5: Education Level of Boy Child's Parents

According to the findings, more than 37.2% of the boy child's parents had secondary education followed by more than 24.5% of boy child's parents who had college education and more than 18.2% each of the boy-child's parents had primary and university education respectively while 2.0% of the boy-child's parents had informal education. This finding implies that more than half of the boy-child's parents had basic education (primary and secondary education) while most parents (42.7%) of boy-child's parents had post-secondary education and thus this can be considered as low education attainment among parents of boy-child students who participated in the study.

4.3.5 Religious Affiliation of Boy Child's Parents

The study evaluated the religious affiliation of boy child's parents because religion plays a significant role in faith formation and in shaping a child's attitudes and beliefs. The findings are shown in figure 6:

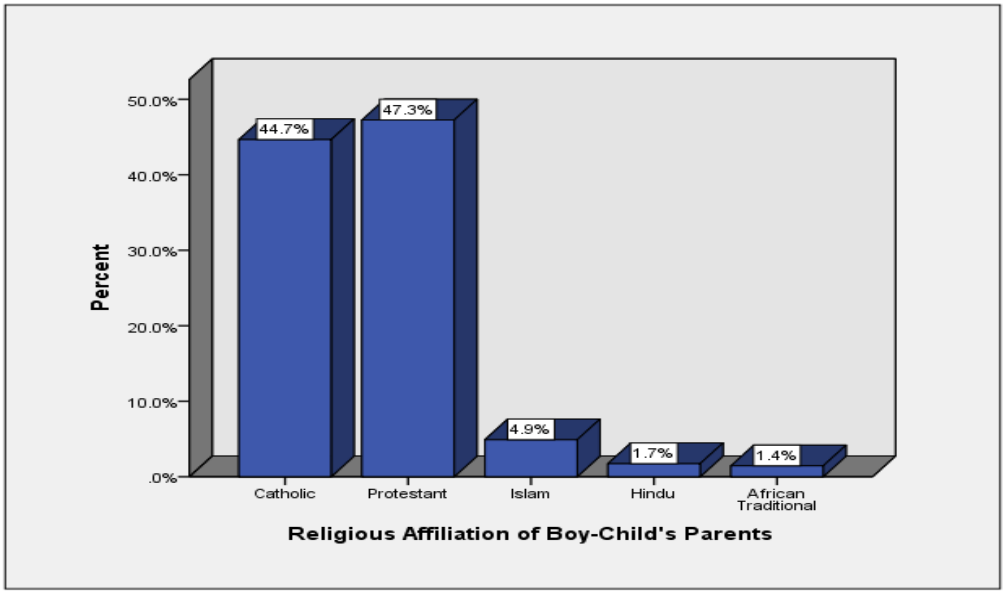


Figure 6: Religious Affiliation of Boy Child's Parents

According to the study findings, most of boy child's parents were affiliated to Protestant religious formations (44.7%) followed by boy child's parents who were affiliated to Catholic religion (47.3%) and more than 4.9% of boy-child's parents were affiliated to Islam religion while 1.7% and 1.4% of boy-child's parents were affiliated to Hindu religion and African traditional beliefs respectively. Religious affiliation of the boy-child was considered because religion shapes children's beliefs and attitudes and thus can contribute to the psychological wellbeing of the boy-child.

4.4 Demographic Characteristics of Teachers

The study examined the personal characteristics of teachers with the aim of developing an understanding on how teachers' attributes can contribute to the psychological wellbeing of boy-child students.

Table 4: Gender Distribution of Teachers

Gender	Frequency	Percentage
a) Male	9	64.3%
b) Female	5	35.7%
Total	14	100.0%

According to Table 4, there was unfair gender distribution of respondents. According to the findings, majority (64.3%) of the teachers were male while female counterparts represented 35.7% of the respondents. This finding implies that despite a gender disparity of about 29.0% among teachers who participated in the study, both genders had representation of more than 30% of the total sample thus can be considered diverse. The Kenyan Constitution (2010) requires factoring of at least a third of each gender during elections, appointments and any form of employment.

Table 5: Marital Status of Teachers

Marital Status	Frequency	Percentage
Married	8	57.1%
Single	3	21.4%
Widowed	2	14.3%
Separated	1	7.1%
Total	**14**	**100.0%**

According to the findings, most of the teachers were married (57.1%). Besides, the study established that more than 21.4% were single and more than 14.3% were widowed while more than 7.1% of the teachers were separated. The study also established that 21.4% of the respondents were single while 14.3% of the respondents were widowed. This finding means that more than half of the teachers were married and thus they were presumed to have experience and understanding on how education and parenting practices influence the psychological wellbeing of the boy child.

Table 6: Age Bracket of Teachers

Age Bracket	Frequency	Percentage
25-34 years	4	28.6%
35-44 years	5	35.7%
45-54 years	3	21.4%
55 years and above	2	14.3%
Total	**14**	**100.0%**

The study established that more than 35.7% of the respondents were aged between 35-44 years while more than 14.3% of the respondents were aged 55 years and above. Equally, the study established that more than 28.6% of the respondents were aged between 25-35 years and more than 21.4% of the respondents were aged between 45-54 years. This finding implies that more than 60.0% of the respondents were aged between 25 years and 44 years meaning that they were youth and middle aged adults. Being a youth is associated with innovation and robustness and thus this group of respondents was significant in sharing information and experiences on the effect of boy-child experiences on psychological wellbeing of boy child students.

Table 7: Academic Qualification of Teachers

Academic Qualification	**Frequency**	**Percentage**
PGDE	1	7.1%
B. Education	9	64.3%
MA. Education	4	28.6%
Total	**14**	**100.0%**

According to the findings majority (64.3%) of the teachers had a bachelor's of education degree qualification followed by more than 28.6% of the teachers who had a master's of education degree qualification while 7.1% of the teachers had a Post-graduate Diploma in Education qualification. This finding can be interpreted to mean that all the teachers who participated in the study had a minimum required qualification to teach in secondary school because the Ministry of Education stipulates that a secondary school teacher should posses either a bachelor's of education degree or postgraduate diploma in education in order to teach in secondary school.

Table 8: Teaching Experience of Teachers

Teaching Experience	Frequency	Percentage
Less than a year	1	7.1%
1-3 years	3	21.4%
4-6 years	7	50.0%
7-9 years	2	14.3%
10 and above years	1	7.1%
Total	**14**	**100.0%**

According to the findings, most of the teachers had a teaching experience of between 4-6 years followed by more than 21.4% of the respondents who had a teaching experience of between 1-3 years and more than 14.3% of the respondents who had a teaching experience of between 7-9 years while 7.1% each of the respondents had a teaching experience of 10 and above years and less than a year respectively. This finding implies that the respondents had a relatively good teaching experience and thus they were considered resourceful in sharing their knowledge and experiences regarding boy-child experiences and their psychological wellbeing.

Table 9: Demographics of PTA members who participated in Semi-Structured Interviews

Participant	Gender	Age
PTA01	F	51 years
PTA02	F	47 years
PTA03	M	55 years
PTA04	F	63 years
PTA05	M	38 years
PTA06	M	52 years
PTA07	F	61 years
PTA08	M	68 years
PTA09	M	71 years

Table 10: Demographics of Principals who participated in Semi-Structured Interviews

Participant	Gender	Age
P01	M	54
P02	M	49
P03	M	53
P04	M	57
P05	F	47
P06	F	55
P07	M	41

4.5 Role of Parental Guidance on Psychological Wellbeing of the Boy Child

The study adopted a five point Likert Scale to evaluate the role of parental guidance on psychological wellbeing of the boy-child. The responses were measured on a five point Likert Scale where 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree 1=Strongly Disagree. The findings are shown in figure 7 and 8:

4.5.1 Boy-Child's Views on the Role of Parental Guidance on Psychological Wellbeing

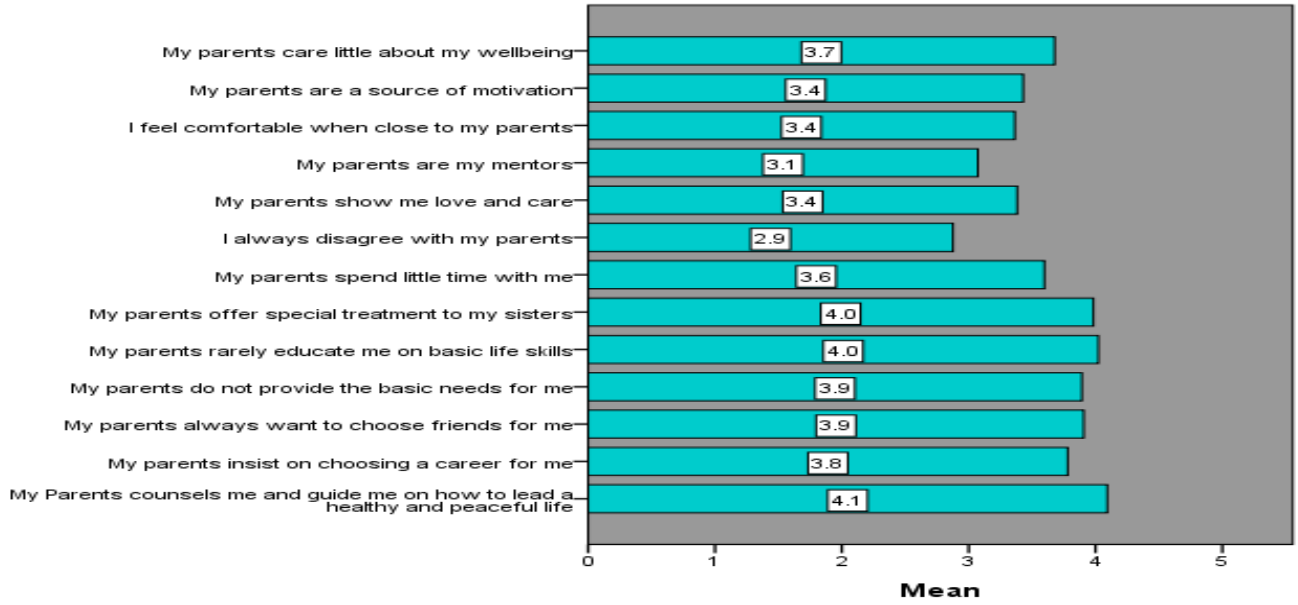


Figure 7: Boy Child's Views on the Role of Parental Guidance on Psychological Wellbeing

According to the findings, majority (weighted mean, 4.1) of boy child students indicated that parents counseled and guided them on how to lead a healthy and peaceful life followed by respondents (weighted mean, 4.0 each) who indicated that their parents offered special treatment to their sisters and that parents rarely educated them on basic life-skills. The respondents further opined that some parents never provided them with basic needs (weighted mean, 3.9), chose friends for them (weighted mean, 3.9) while some parents insisted on choosing career for them. In addition, the study revealed that some parents cared little about the wellbeing of the boy-child (weighted mean, 3.7) and some parents spend very little time with their boy-child children. Besides, the respondents were uncertain as to whether their

parents were a source of motivation (weighted mean, 3.4), whether they felt comfortable while close to their parents (weighted mean 3.4), whether parents showed them love and care (weighted mean 3.4), whether parents were their mentors or whether they disagreed always with their parents.

The views of the boy-child were shared with principals and PTA members who indicated that parental guidance is vital in building psychological wellbeing of the boy-child. One of the respondents said,

> *"....many parents today rarely create time to sit with their children to discuss challenges facing them ....in many cases, a parent wakes up at dawn and only returns home late in the evening when some children have already slept. ....."*

(P06, interview, 2nd August 2019).

Another one added,

> *"Parents should take the leading role in raising children in morals and values that are widely accepted. However, many parents are very busy with work and other engagements and this makes children to seek attention of peers who end up introducing them to immoral activities..."*

(PTA02, interview, 1st August 2019).

This finding is consistent with Fagbeminiyi (2011) who carried a study focusing on the role of parents in early childhood education using a case study of Ikeja, Lagos State, Nigeria with the aim of providing solutions to the role of parental guidance in early childhood education in Nigeria and found that parental guidance including emotional care and support, has a significant influence on early childhood education, particularly the academic performance of the child. Equally, the study revealed that parental educational attainment influences the age at which a child is sent to school.

4.5.2 Teacher's Views on the Role of Parental Guidance on Psychological Wellbeing

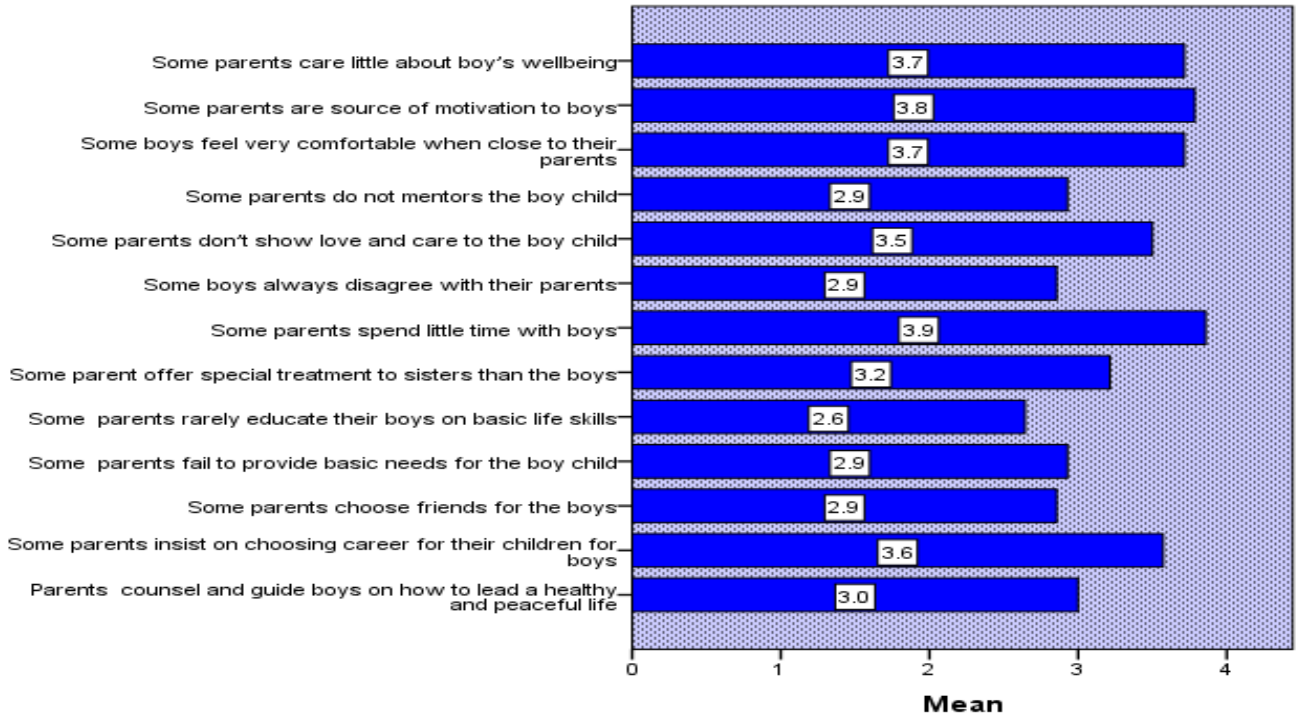


Figure 8: Teacher's Views on the Role of Parental Guidance on Psychological Wellbeing of Boy Child

According to the findings, teachers agreed that parents spent very little time with the boy child (weighted mean, 3.9) and some parents cared little about the wellbeing of the boy child (weighted mean 3.7) while some parents insisted on choosing careers for the boy child (weighted mean, 3.6). Equally, teachers indicated that some parents did not show love and care to the boy-child (weighted mean 3.5) while on the other hand, teachers indicated that some boy-child students were very comfortable close to their parents (weighted mean, 3.7). Besides, teachers were uncertain as to if; parents never mentored the boy-child (weighted mean, 2.9), whether the boy child disagreed always with the parents, if parents rarely educated the boy-child on basic life-skills, if some parents failed to provide basic needs to the boy-child, if some parents chose friends for the boy child and if parents counseled and guided boy child on how to lead an healthy and peaceful life.

This finding is consistent with Kiyingi (2012) conducted a longitudinal study involving 400 boys in Uganda and established that children who grew without the necessary parental love faced several challenges as adolescents, abused drugs, experienced growth and developmental problems and poor attachment levels that affect them in their adulthood if not worked upon.

4.6 Role of Education Experiences on Psychological Wellbeing of the Boy Child

The study adopted a five point Likert scale to evaluate the role of education experiences on psychological wellbeing of the boy child. The responses were measured on a five point Likert scale where 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree 1=Strongly Disagree. The findings are shown in figure 9 and figure 10.

4.6.1 Boy-Child's Views on Education Experiences and Psychological Wellbeing of Boy Child

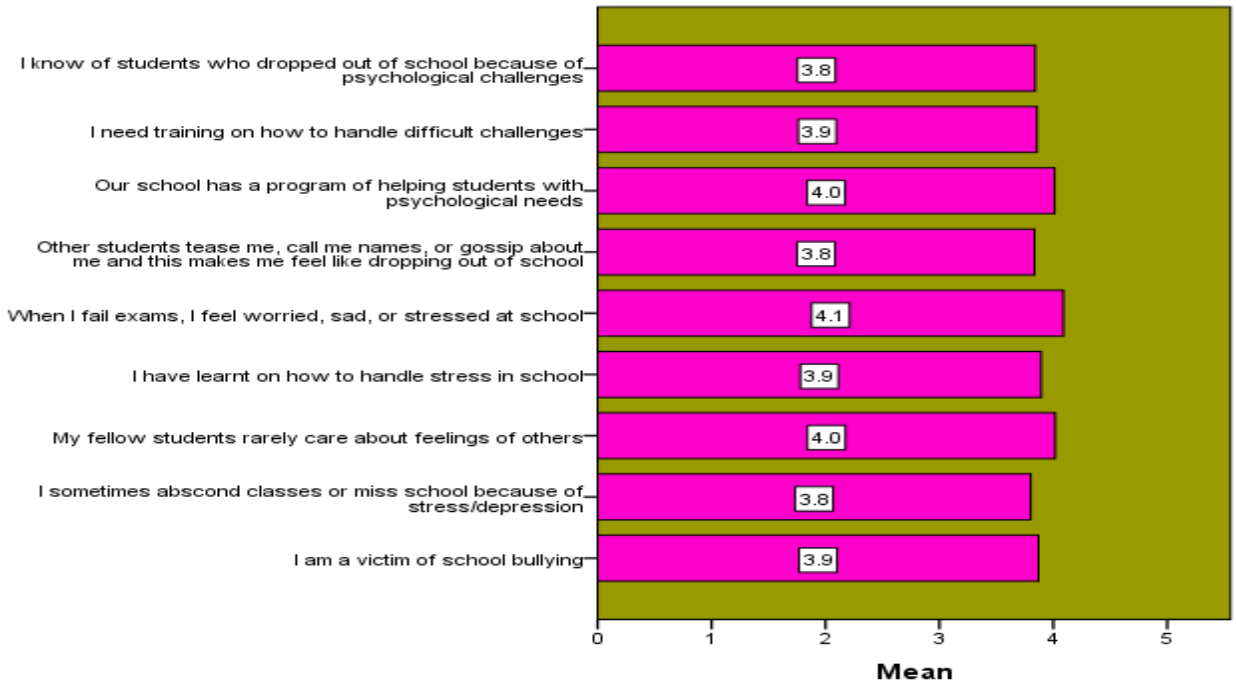


Figure 9: Boy Child's Views on Education Experiences and Psychological Wellbeing

According to the findings, majority (weighted mean, 4.1) of boy child students revealed that they felt worried, sad or stressed when they failed exams and that fellow

students rarely cared about feelings of others (weighted mean, 4.0). Additionally, the study established that some boy child students were victims of school bullying (weighted mean, 3.9), some boy child students absconded or missed school because of stress/depression (weighted mean, 3.8) while some boy child students indicated that fellow students teased them, called them names or gossiped about them and this made them feel like dropping out of school (weighted mean, 3.8). The study further revealed that there were some boy child students who had dropped out of school because of psychological challenges (weighted mean, 3.8) and thus some boy child students recommended a training on how to handle stress in school (weighted mean, 3.9).

The views of the boy child were shared with PTA members and principals who indicated that school environment and education as a whole played a significant role on the psychological wellbeing of the boy child. One of the participants said;

> *" .....some students care little about the wellbeing of others…there are incidences where you find a student is depressed or stressed but he or she keeps it to himself/herself and this makes it difficult for teachers to identify the problem in good time…."*

(P01, interview, 3st August 2019).

Another one added,

> *" ...students should be brother's or sister's keeper. .....however in many a times, a student may see a fellow colleague going through difficult challenges but will never say or even seek help. We have cases of students who come from poor backgrounds and some of these students go without a meal at home….these kind of students find it difficult to concentrate in class…."*

(PTA04, interview, 5th August 2019).

This finding was consistent with a study by Gaydarov (2014) who examined the interconnection between psychological wellbeing and established a statistically significant relationship between inclusive education and psychological wellbeing. The recommended that measures should be put to promote effectiveness of inclusive education and this will contribute towards improving the psychological wellbeing of individuals either in school or family level.

4.6.2 Teacher's Views on Education Experiences and Psychological Wellbeing of Boy Child

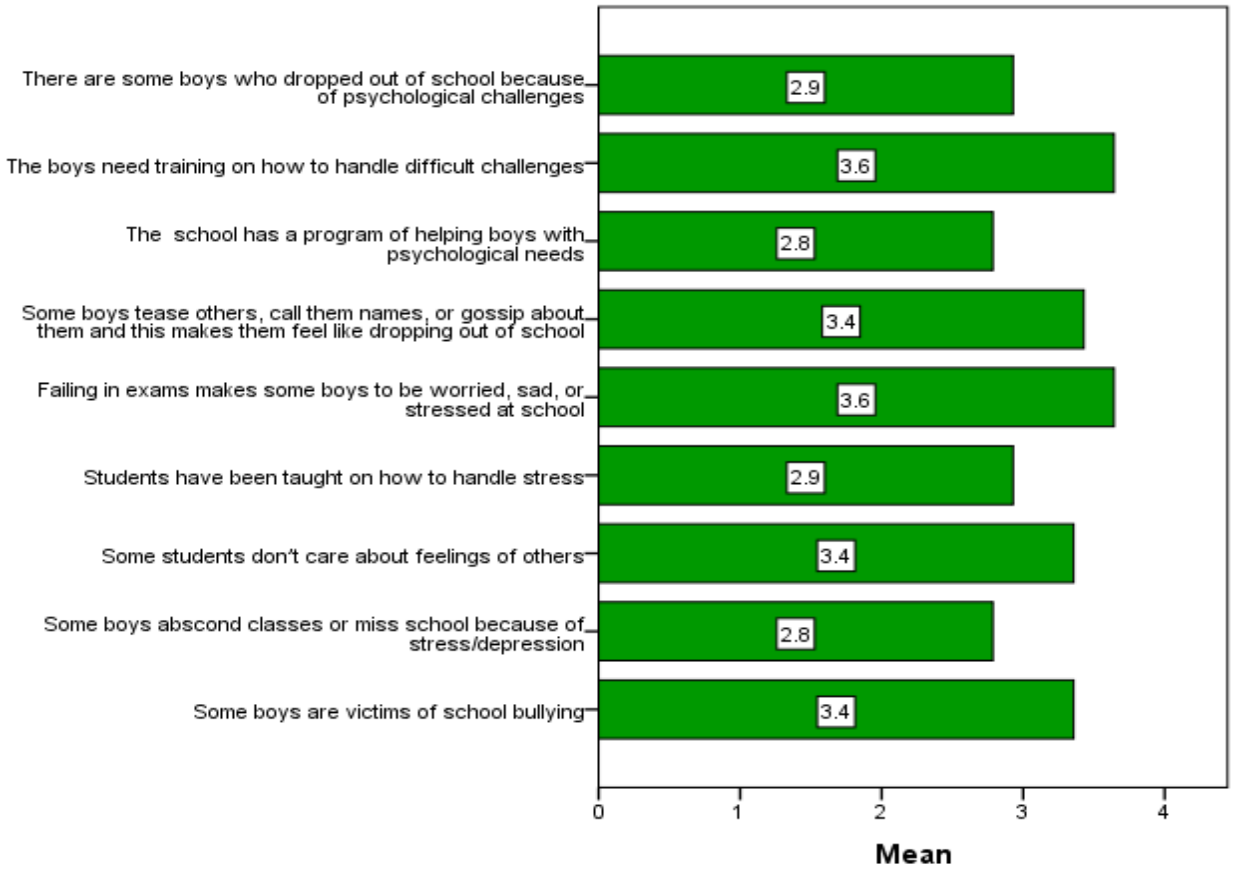


Figure 10: Teacher's Views on Education Experiences and Psychological Wellbeing of Boy Child

According to the findings, teachers indicated that failing in exams made some boy child students to feel worried, stressed or sad to the point of feeling like dropping out of school (weighted mean, 3.6) and need for training on how to handle difficult challenges.

However, teachers were uncertain as to whether: boy-child students were victims of school bullying, whether boy child students absconded or missed school because of stress or depression, whether students had been taught on how to handle stress, whether fellow students teased the boy-child, called them names or gossiped about them and this made them feel like dropping out of school (weighted mean, 3.8), whether the school had a program students with psychological needs and whether there were boy-child students who had dropped out of school because of psychological challenges.

The finding is consistent with THL (2017) examined the health and well-being of Finnish children from age 14 to 20 years in Finland and revealed that pupils valued quality of their education and the safety that the schools provide within the school environment and therefore in order to enhance the psychological wellbeing of children and education tailored intervention was recommended (THL, 2017).

4.7 Role of Peer Experiences on Psychological Wellbeing of the Boy-Child

The study adopted a five point Likert scale to evaluate the role of peer experiences on psychological wellbeing of the boy-child. The responses were measured on a five point Likert scale where 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree 1=Strongly Disagree. The findings are shown in figure 11 and figure 12:

4.7.1 Boy-Child's Views on how Peer Experiences Influences Psychological Wellbeing

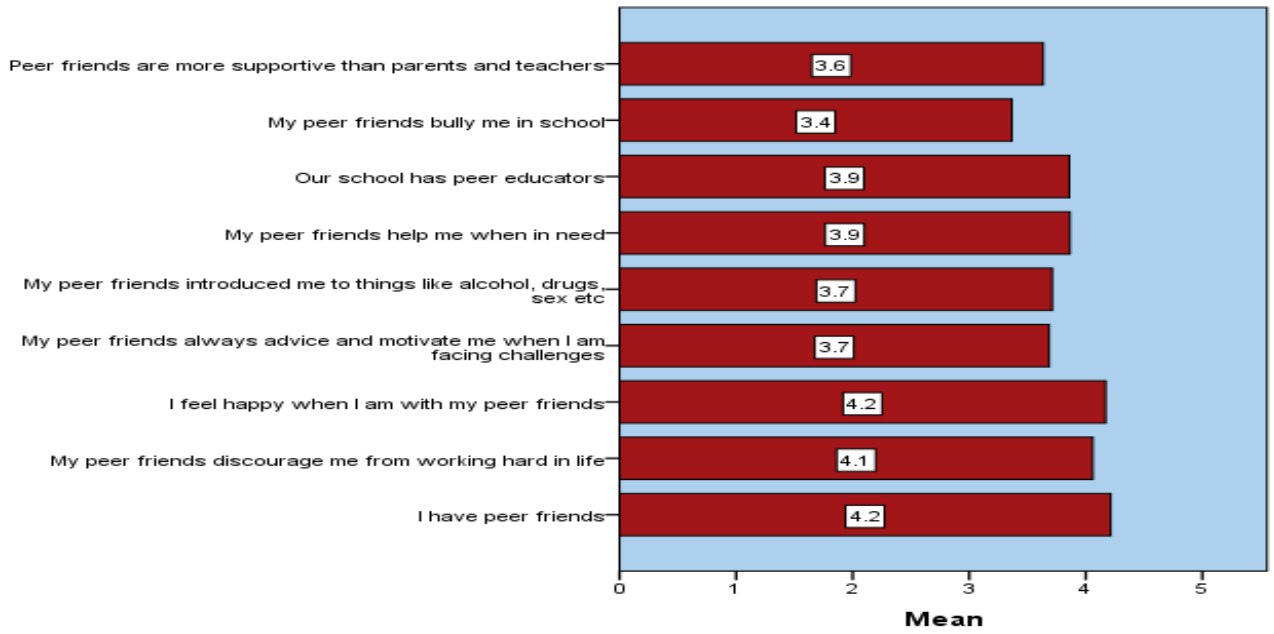


Figure 11: Boy-Child's Views on how Peer Experiences Influences Psychological Wellbeing

According to the findings, the boy-child students indicated that they had peer friends (weighted mean, 4.2) and that they felt happy when with peer friends. Further, the boy-child students indicated that peer friends helped them when in need (weighted mean, 3.9), peer friends were more supportive compared to parents and teachers and that their schools had peer educators (weighted mean, 3.9). Besides, the boy-child students revealed that peer friends always advised and motivated them when facing challenges (weighted mean, 3.7) and that peer friends introduced them to things like alcohol, drugs or sex (weighted mean, 3.7). However, boy-child students were uncertain as to whether peer friends bullied them while in school.

Data collected from interviews with principals and PTA members revealed that negative peer pressure is one of the major problems facing the boy-child in the area. According to them, some boy-child students were involved in antisocial activities such as crime because of negative influence from friends. One of the participants said;

"……we know of cases of some innocent boys have been introduced to things like crime by friends… ….as a school we have put measures to prevent students from any negative influence……"

(P07, interview, 1st August 2019).

Another participant said,

" ….drug and substance abuse is a very common problem among boys in this area. In most cases, boys have learnt the habit from other….some boys start to experiment things like smoking bhang because peer friends tell them that bhang helps one to do well in subjects such as mathematics….."

(PTA05, interview, 5th August 2019).

The finding is consistent with a study by Camara, Bacigalupe and Padilla (2017) who evaluated the role of social support in adolescents using a sample of 80 adolescents drawn from Basque Country in Spain. The study sought to capture adolescents' narratives on stress and social support and established that the dual role of interpersonal relationships – as stressors and as sources of social support. The study revealed that adolescents draw sources of support that are familiar, mature, friendly, and, most importantly and worth of trust from peers and their most valued type of support is emotional support.

4.7.2 Teacher's Views on Peer Experiences and Psychological Wellbeing of Boy Child

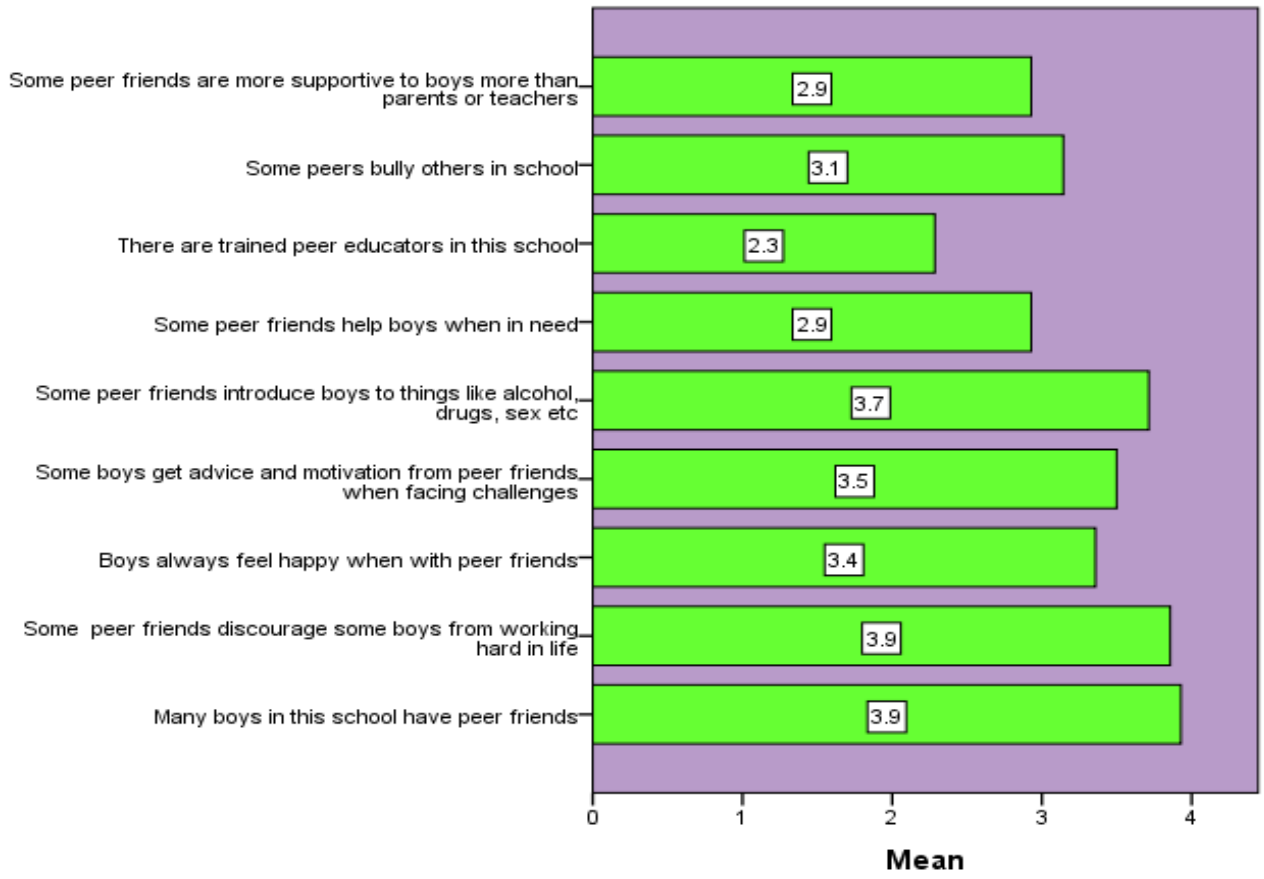


Figure 12: Teacher's Views on how Peer Experiences Influences Psychological Wellbeing of Boy Child

According to the teachers, many boy-child students had peer friends (weighted mean 3.9) and that boy-child students got advice and motivation from peer friends when facing challenges (weighted, 3.5). Further, teachers indicated that peer friends introduced boy-child students to alcohol, drugs or sex (weighted mean, 3.7) while some peer friends discouraged the boy child from working hard in life (weighted mean 3.9). However, teachers were uncertain as to whether: boy-child students felt happy when with peer friends (weighted mean, 3.4), whether peer friends helped boy-child when in need (weighted mean, 2.9), whether peers bullied other while in school (weighted mean, 3.1) or whether peer friends were more supportive to the boy child than teachers and parents.

The finding is consistent with a study by Tomé *et al.*, (2012) examined the influence of peer group on the behavior of adolescents in Portugal and peers group had direct influence on adolescents' risk behaviors. The relationship with parents did not demonstrate the expected mediation effect, with the exception of the following elements: relation between type of friends and risk behavior; and communication with parent and lesser involvement in violence behaviors and increased well-being. The negative influence of the peer group was linked to involvement in risk behaviors while positive influence was associated with protective behaviors.

4.8 Role of Guidance and Counseling on Psychological Wellbeing of the Boy Child

The study adopted a five point Likert scale to evaluate the role of guidance and counselling on psychological wellbeing of the boy child. The responses were measured on a five point Likert scale where 5=Strongly Agree, 4=Agree, 3=Uncertain, 2=Disagree 1=Strongly Disagree. The findings are shown in figure 13 and 14:

4.8.1 Boy Child's Views on Role of Guidance and Counseling on Psychological Wellbeing

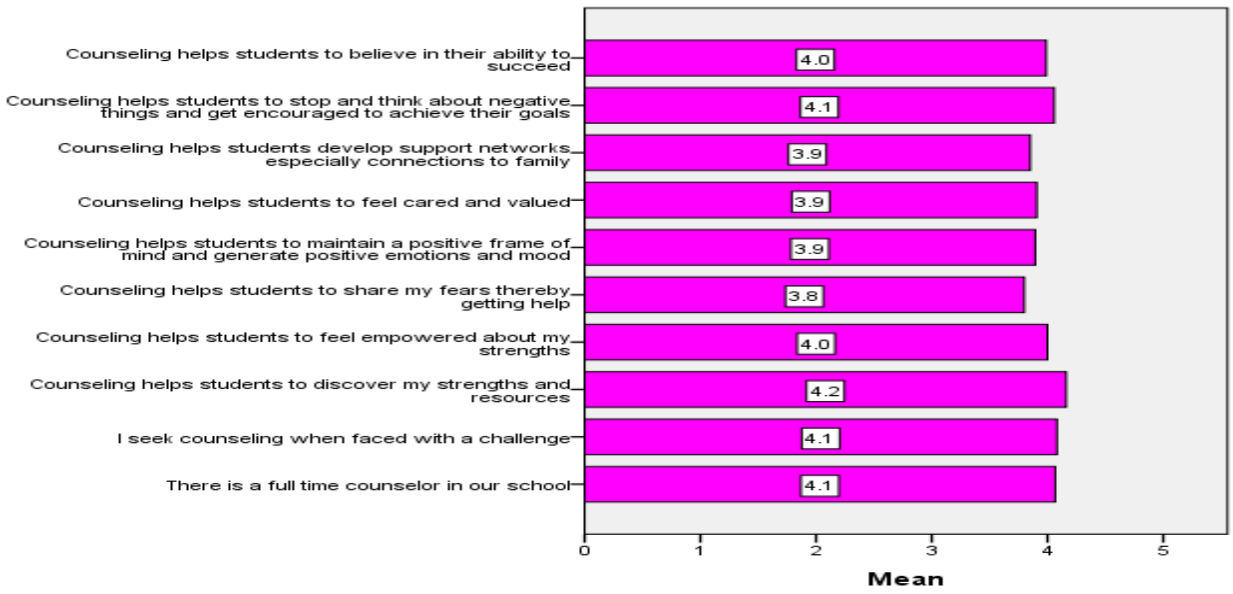


Figure 13: Boy-Child's Views on Role of Guidance and Counseling on Psychological Wellbeing

According to the findings, the boy child students indicated that guidance and counseling helped them to discover their strengths and resources (weighted mean, 4.2), made them to stop thinking about negative things and got motivated to achieve their goals (weighted mean, 4.1) and helped them feel empowered about their strengths (weighted mean, 4.0). Further, the study revealed that guidance and counseling; helped the boy child to believe in their ability to succeed (weighted mean, 4.0), helped the boy child to develop support networks especially connection with family (weighted mean, 3.9), helped them to feel cared for and valued (weighted mean, 3.9), helped them to maintain a positive frame of mind and generate positive emotions and mood (weighted mean, 3.9) and helped them to share their fears thereby getting help. Equally, the study established that boy child students sought counseling when faced with challenges (weighted mean, 4.1) and that there was a full time counselor in the school (weighted mean, 4.1).

According to data collected from principals and PTA members through interviews, guidance and counseling is an important intervention that should be adopted to empower boy child with knowledge and skills on how to handle psychological challenges. Further, the respondents contended that guidance and counseling is pivotal because it helps the boy child to address his fears, develop positive mental attitude and negotiate for support in case of a challenge. One of the participants said the following:

> *"Every school should have a full time counselor whose job is to look into the psychological needs of all students….many boys often fall victims to things like crime because they lack a mentor or someone who can help them discovers their potential…."*

(PTA06, interview, 5th August 2019).

Another participant indicated as follows;

"..the boy child has become vulnerable to social evils like drugs and substance abuse because the society has neglected and very few people have taken keen interest in understanding the wellbeing of this group. ...we have seen cases of young boys being killed for engaging in illicit activities such as robbery…"

(P05, interview, 5th August 2019).

The findings are consistent with a study by Awuor, Aloka and Raburu (2018) who investigated the effectiveness of Guidance and Counseling in the management of student behavior in public secondary schools in Kenya and established a statistical significant relationship between guidance and counseling and management of student behavior. The study by Awuor, Aloka and Raburu (2018) did not evaluate how counseling influences the psychological wellbeing of students and this informs the current study.

4.8.2 Teacher's Views on how Guidance and Counseling Influences Psychological Wellbeing

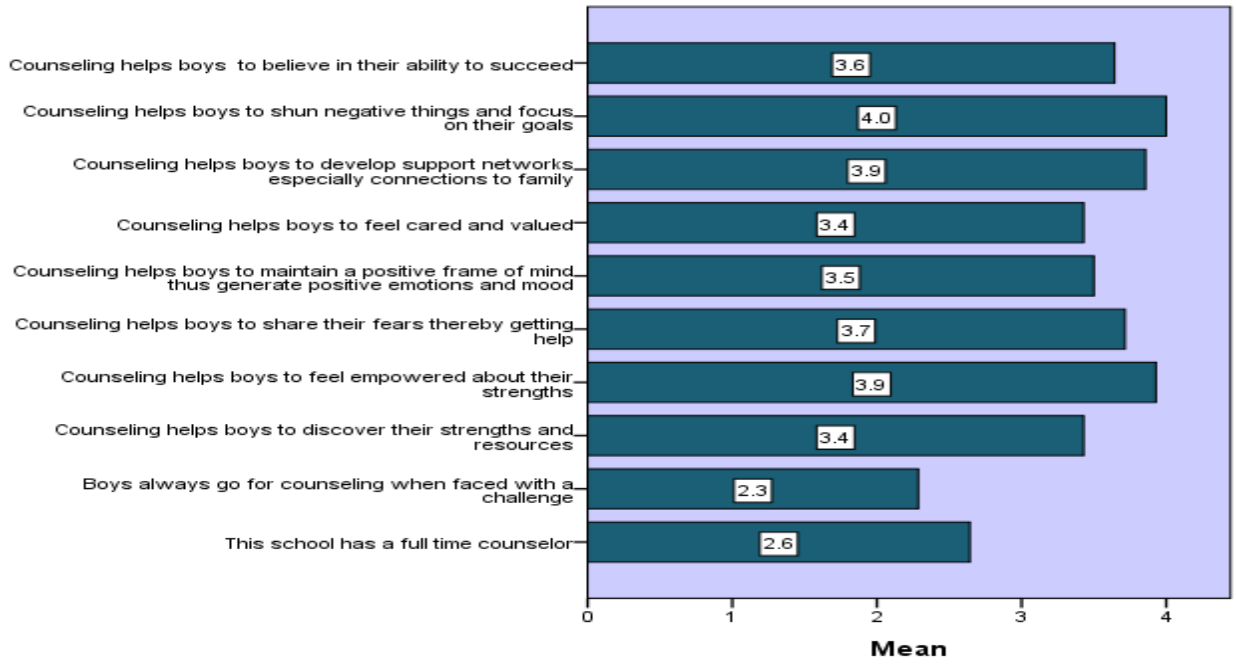


Figure 14: Teacher's Views on role of Guidance and Counseling on Psychological Wellbeing of Boy Child

According to the findings, teachers indicated that guidance and counseling helped boy child students to shun negative things and focus on their goals (weighted mean 4.0), helped the boy-child students to develop support networks especially connections with family (weighted mean, 3.9) and helped boy child to share their fears thereby getting help (weighted mean, 3.7). Similarly, the study established that guidance and counseling helped the boy child to believe in their ability to succeed (weighted mean, 3.6) as well as helped them to feel empowered about their strengths (weighted mean 3.9). However, teachers were uncertain as to whether there was a full time counselor in the school (weighted mean, 2.6) or whether boy child students always sought counseling when faced with challenges.

The findings are consistent with a study by Easow and Ghorpade (2017) who examined the level of psychological well being among adolescents in a selected high school at Tumkur, Saudi Arabia revealed that guidance and counseling promoted self control, self esteem, mental balance, social environment and sociability of the respondents.

4.9 Inferential Statistics

Inferential statistics aims to draw conclusions that extend beyond the immediate data in the study. The study adopted four statistical models (Correlation analysis, regression analysis and analysis of variance) to analyze the data.

4.9.1 Correlation Analysis

The researcher conducted correlation analysis to establish the effect of boy-child experiences on their psychological wellbeing. Correlation p-value is the probability that shows the result if the correlation coefficient were in zero. If the probability ratio is lower than the conventional 5% ($P<0.05$), then the correlation coefficient is statistically significant. The findings are shown in Table 11:

Table 11: Correlation Analysis

N= 160

Variables		Psychological wellbeing	Parental guidance	Education experiences	Guidance and counseling	Peer experiences
Psychological wellbeing	Correlation	1	-.158**	-.175**	.786**	.001
	Sig. (2-tailed)		.003	.001	.000	.988
Parental guidance	Correlation		1	-.007	-.159**	-.102
	Sig. (2-tailed)			.903	.003	.058
Education experiences	Correlation			1	-.075	.724**
	Sig. (2-tailed)				.162	.000
Guidance and counseling	Correlation				1	.116*
	Sig. (2-tailed)					.031
Peer experiences	Correlation					1
	Sig. (2-tailed)					

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The study established that parental guidance (p-value, 0.003), education experiences (p-value, 0.001) and guidance and counselling (p-value, 0.000) had a significant correlation with psychological wellbeing of the boy-child. This is because the correlation coefficient was below the statistically conventional 5% ($P<0.05$). However, the study established an insignificant correlation between peer experiences (p-value, 0.988) and psychological wellbeing of the boy-child.

4.9.2 Regression Analysis

In order to establish the influence of boy-child experiences on their psychological wellbeing, the study adopted regression analysis. Adjusted R squared is coefficient of determination which explains the variation in the dependent variable due to changes in the independent variable as shown in Table 12:

Table 12*: Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796[a]	.633	.629	.851

a. Predictors: (Constant), guidance and counseling, education experiences, parental guidance, peer experiences

Model summary is used to analyze the variation of dependent variable due to the changes of independent variables. The study analyzed the variations of psychological wellbeing of the boy-child due to the changes parental guidance, education experiences, peer experiences and guidance and counseling at 95% confidence interval. Adjusted R squared was 0.629 and this implies that 62.9% psychological wellbeing of the boy-child was due to the changes in parental guidance, education experiences, peer experiences and guidance and counseling. The remaining 37.1% imply that there were other factors that led to boy-child's psychological wellbeing which were not discussed in the study.

4.9.3 Analysis of Variance (ANOVA)

The regression analysis also provided an ANOVA for the study model. The Variance Analysis (ANOVA) was used to determine whether the data used in the study was significant. The findings are shown in Table 13:

Table 13 : ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	426.860	4	106.715	147.383	.000[b]
	Residual	247.630	342	.724		
	Total	674.490	346			

a. Dependent Variable: psychological wellbeing

b. Predictors: (Constant), guidance and counseling, education experiences, parental guidance, peer experiences

From the ANOVA statistics, the processed data, which is the population parameters, had a significance level of 0.000 which means that data was ideal for making a conclusions on the population's parameter as the value of significance (p-value) is less than 0.05. The F calculated was more than F critical (147.383 >2.796). This means that parental guidance, education experiences, peer experiences and guidance and counseling were significant in the psychological wellbeing of the boy-child in Embakasi Central constituency.

Table 14: Multivariate Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.376	.307		-1.225	.221
	Parental Guidance	-.046	.042	-.037	-1.102	.271
	Education Experiences	-.128	.061	-.104	-2.122	.035
	Peer Experiences	-.020	.056	-.018	-.355	.723
	Guidance and Counseling	.941	.042	.775	22.640	.000

a. Dependent Variable: psychological wellbeing

According to the findings, taking all independent variables constant at zero, psychological wellbeing coefficient was -0.376. The findings equally shows that when all other independent variables are at zero, a unit increase in guidance and counselling will lead to a 0.941 increase in boy-child psychological wellbeing while a unit increase in parental guidance will lead to a 0.376 decrease in boy-child psychological wellbeing and a unit increase in education experiences will lead to a 0.128 decrease in boy-child psychological wellbeing while a unit increase in peer experiences will lead to a 0.020 decrease in boy-child psychological wellbeing. This finding means that emphasis should be put on increasing guidance and counselling in schools because it was found to have a positive impact on the psychological wellbeing of boy-child students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion, and recommendations of the study based on boy child experiences and their psychological wellbeing. In addition, the chapter presents recommendations towards addressing gaps identified in the study.

5.1 Summary of the Study

The overall objective of the study was to examine boy child experiences and their psychological wellbeing using the case of Embakasi Central Constituency in Nairobi County. More specifically, the study sought to determine how parental guidance, education experiences, peer experiences and guidance and counseling contribute to the psychological wellbeing of the boy-child. The study adopted Zimmerman (1990) psychological empowerment theory and utilized cross-sectional descriptive design and phenomenological design to gather quantitative and qualitative data. The study sampled 360 boys, 14 teachers, 9 parents and 7 principals who participated in study. Primary data was collected using questionnaires targeting the boy-child and teachers while semi-structured interviews were conducted with parents and school principals. Qualitative data obtained from semi-structured interviews was organized, categorized and analyzed using content analysis while quantitative data obtained from questionnaires was coded and analyzed using descriptive statistics involving frequencies and percentages with the help of statistical package for social sciences (SPSS) version 23 and presented in form of graphs, charts and distribution tables.

5.2 Summary of Findings

5.2.1 Parental Guidance and Psychological Wellbeing of Boy Child

The study revealed that parental guidance played a big role in the psychological wellbeing of boy-child students in Embakasi Central Constituency. According to the findings,

parental guidance promoted healthy and peaceful life of the boy child. However, the study established that some parents offered special treatment to the girl child while some parents rarely educated the boy-child on essential life-skills. In addition, the study established that some parents never provided them with basic needs, insisted on choosing friends and career for the boy child and this greatly influenced their psychological wellbeing. It was also established that some parents cared little about the wellbeing of the boy child and some parents spend very little time with their boy child children. Ideally, parents should be a source of motivation, mentorship, source of love and care for the boy child. However, from the findings, it is evident that many parents were not available for their boy children either physically, emotionally, socially or spiritually. This is likely to force the boy child to seek love and attention from other people.

5.2.2 Education Experiences and Psychological Wellbeing of Boy Child

Education is a significant element in growth and development of any child because it shapes their beliefs and attitudes towards life. The study found that boy child students felt worried, sad or stressed when they failed exams and that fellow students rarely cared about their feelings. Additionally, the study established that some boy child students were victims of school bullying and some boy child students absconded or missed school because of stress/depression while some boy-child students indicated that fellow students teased them, called them names or gossiped about them and this made them feel like dropping out of school. The study further revealed that there were some boy child students who had dropped out of school because of psychological challenges and thus some boy child students recommended training on how to handle stress in school.

5.2.3 Peer Experiences and Psychological Wellbeing of Boy Child

Peers play a significant role in the growth and development of the boy-child. The study established that the boy child students had peer friends and majority of them felt happy

when with peer friends. Further, the study revealed that peer friends helped the boy child when in need and that peer friends were more supportive compared to parents. Moreover, the study established that peer friends always advised and motivated the boy child when faced with challenges. The study established that surveyed schools had peer educators. However, the study established that peer friends introduced the boy child to things like alcohol, drugs or sex. This finding implies that peers can have a positive influence or negative influence of the psychological wellbeing of the boy child.

5.2.4 Guidance and Counselling and Psychological Wellbeing of Boy-Child

The study established that guidance and counseling played a significant role in helping the boy child discover their strengths and resources, stop thinking about negative things and got motivated to achieve their goals and helped them feel empowered about their strengths. Further, the study revealed that guidance and counseling; helped the boy child to believe in their ability to succeed, to develop support networks especially connection with family, to feel cared for and valued and to maintain a positive frame of mind and generate positive emotions and mood as well as helped them to share their fears thereby getting help. Equally, the study established that boy child students sought counseling when faced with challenges and that there was a full time counselor in the school.

5.3 Conclusion

The study concludes that parental guidance, education experiences and guidance and counseling play a significant role in promoting the psychological wellbeing of the boy child. The findings were supported with inferential analysis that established that parental guidance (p-value, 0.003), education experiences (p-value, 0.001) and guidance and counselling (p-value, 0.000) had a significant correlation with psychological wellbeing of the boy child. However, the study established an insignificant correlation between peer experiences and psychological wellbeing of the boy child.

Regression analysis revealed a significance level of 0.000 which means that data was ideal for making conclusions on the population's parameter as the value of significance (p-value) is less than 0.05. The F calculated was more than F critical (147.383 >2.796). This means that parental guidance, education experiences, peer experiences and guidance and counseling were significant in influencing the psychological wellbeing of the boy child in Embakasi Central constituency.

5.4 Recommendations

On the basis of the findings of the study, the study makes the following recommendations:

The study recommends that parents should undergo positive parenting skills training in order to be fully involved in the lives of the boy child since their support is greatly associated with boy child's psychological wellbeing. Such involvement should include creating time for their children, caring and showing them love. Equally, parents should act as role model to their children and more importantly, they should participate in learning of the boy child by participating in school activities.

The study recommends that teachers should create good relationship between students and their parents in order to enhance psychological wellbeing of the boy-child. Teachers should be friendly to the boy child so as to understand their home background very well as well as the challenges they face. The teachers should motivate their learners' to work hard in their studies for better performance.

The study recommends an urgent need for cultural renaissance and deconstruction of retrogressive cultural beliefs and practices that subjugates boy or girls rather than treating them as equals. This follows unperturbed cultural onslaught on girl-child education that denies girls an opportunity to pursue their goals and dreams. The researcher notes that the 21st century demands world class education for any child to succeed in a very competitive world

and thus all stakeholders should work together to remove any bottlenecks that impede access to education not only among girls but also among boys as well.

The study recommends comprehensive guidance and counseling school program that targets all boy child and girl child students. This will promote psychological empowerment and empower the boy-child to negotiate for support when faced with challenges.

5.5 Limitations of the Study

The results of this study were viewed within the context of several limitations. First, the analysis of the study relied on self-report information. There was a likelihood that boy child students may have either over-reported or under-reported their views regarding variables understudy. This suggests future research should be conducted using varied data collection such as observation. Other limitations were; insufficient time and resources.

5.6 Areas for Further Research

The study established that counseling had a positive significant relationship with psychological wellbeing of the boy child. This study therefore recommends an independent study to evaluate the specific counseling models that influence the psychological wellbeing of the boy child. Besides, the study recommends a comparative study examining factors affecting the psychological wellbeing between the boy child and girl child in Nairobi City County.

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APPENDICES

Appendix A: Consent Form

Introduction

My name is Fr. Blasio Gichovi Nyaga, a Master's student at the Catholic University of Eastern Africa-Langata Campus. I am conducting a study focused on "*Boy Child Experiences and Their Psychological Wellbeing among Adolescents in Embakasi Central Constituency, Nairobi City County, Kenya."* You are invited to participate in the study. You are also allowed to consult in case you do not understand some words or questions.

Voluntary Participation

Your participation in the study is purely on a voluntary basis and the researcher will not force you to participate in the study against your will. You have a right to withdraw at any time should you feel uncomfortable with the study. It is also important to note that decline to participate in the study will not affect the education services you receive in school.

Compensation

This is to inform you that there is no monetary for participating in this study since the study is purely for academic purposes. However, your participation in this study through sharing information and experiences will be useful in helping relevant stakeholders such as parents, government, private sector and nongovernment organizations to have a better understanding of your empowerment and psychological wellbeing needs. Therefore, I encourage that there is no harm associated with information you will share.

Assurance of Confidentiality

The information you provide will be treated with utter confidentiality and will not be disclosed to any other person without your consent. Some excerpts or quotations from the survey may not be included in the final report but the researcher will make sure that neither your name nor your identifying characteristics are protected. More importantly, your

responses will be coded in numbers which are not traceable to an individual. In the survey questionnaires, participants will be encouraged not to write their names for purposes of safeguarding confidentiality.

Discomfort and Risks

The researcher may ask some questions on personal subjects and this may make you feel uncomfortable. If this happens, you have a right to refuse answering such questions or even opt out of the interview at will. The interview may take about 30 minutes of your time and therefore the researcher request you to be patient.

Participant Statement

I have read and clearly understood the information provided above concerning the proposed study on "Boy-Child Experience and Psychological Wellbeing in Embakasi Central Constituency, Nairobi County". I have been accorded enough chance to ask questions and they have been answered to my satisfaction. I understand that by choosing to either agree or disagree in participating in this study will not affect the services I receive in school and from my parents. Also, I understand that I have a right to opt out of the study interview at any time if I feel uncomfortable. Equally, I understand that participating in this study is important in helping the government, parents, teachers and other relevant stakeholders in enhancing boy child empowerment and psychological wellbeing of adolescents. I have also been assured of confidentiality and that information I will provide will be treated with highest level of confidentiality.

Signature of participant…… Date……

Signature of witness……... Date……..

Researcher's Statement

I, the undersigned have explained to the participant about the study procedures, benefits, risks, compensation, confidentiality and contact information in a language he can understand.

Signature of the Researcher …… Date……

Signature of the witness……Date……..

I can be contacted on the following address in case you have any question or concern about the study.

Fr. Blasio Gichovi Nyaga

Department of Arts and Social Sciences,

Catholic University of Eastern Africa,

P.O Box 62157-00200

Email: blasionyaga@gmail.com

Tel: 0724-807-756

Appendix B: Questionnaire for Boy-Child

Section A: Demographic Characteristics of Respondents

1. What is your age bracket?

   14-16years ( ) 17-18 years ( )

2. What is your class level?

   Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )

3. What is the occupation of your parents/guardian?

   Casual labour ( ) Small business ( ) Formal employment ( ) House wife ( ) others specify (……)

4. What is the highest education level of your parents/guardian?

   University ( ) College ( ) Secondary ( ) Primary ( ) None ( )

5. What is the religious affiliation of your parents/guardian?

   Christian ( ) Protestant ( ) Muslim ( ) Hindu ( ) African traditional ( )

Section B: Parental Guidance among the Boy Child

6. Who is the main person responsible for your upbringing?

   Father alone ( ) Mother alone ( ) Both father and father ( ) Siblings [brother or sister] ( ) Grandparents ( ) Relatives ( ) Non-relatives ( )

7. In your own opinion, to what extent do you agree with the statements relating to how parental guidance influences the psychological wellbeing of the boy child? Use a scale of 1-5 where **Strongly Agree (SA)=5, Agree (A)=4, Uncertain (U)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

Statements		Response				
		SA	A	U	D	SD
a)	My Parents counsels me and guide me on how to lead a healthy and peaceful life					
b)	My parents insist on choosing a career for me					
c)	My parents always want to choose friends for me					
d)	My parents do not provide the basic needs for me					
e)	My parents rarely educate me on basic life skills					
f)	My parents offer special treatment to my sisters					
g)	My parents spend little time with me					
h)	I always disagree with my parents					
i)	My parents show me love and care					
j)	My parents are my mentors					
k)	I feel comfortable when close to my parents					
l)	My parents are a source of motivation					
m)	My parents care little about my wellbeing					

Section B: Education Experiences among the Boy Child

8. In your own opinion, to what extent do you agree with the statements relating to how education experiences influences the psychological wellbeing of the boy child? Use a scale of 1-5 where **Strongly Agree (SA)=5, Agree (A)=4, Uncertain (U)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

Statements		Response				
		SA	A	U	D	SD
i.	I am a victim of school bullying					
ii.	I sometimes abscond classes or miss school because of stress/depression					
iii.	My fellow students rarely care about feelings of others					
iv.	I have learnt on how to handle stress in school					
v.	When I fail exams, I feel worried, sad, or stressed at school					
vi.	Other students tease me, call me names, or gossip about me and this makes me feel like dropping out of school					
vii.	Our school has a program of helping students with psychological needs					
viii.	I need training on how to handle difficult challenges					
ix.	I know of students who dropped out of school because of psychological challenges					

Section C: Peer Experiences among the Boy Child

9. In your own opinion, to what extent do you agree with the statements relating to how peer experiences influence the psychological wellbeing of the boy child? Use a scale of 1-5 where **Strongly Agree (SA)=5, Agree (A)=4, Uncertain (U)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

Statements		Response				
		SA	A	U	D	SD
i.	I have peer friends					
ii.	My peer friends discourage me from working hard in life					
iii.	I feel happy when I am with my peer friends					
iv.	My peer friends always advice and motivate me when I am facing challenges					
v.	My peer friends introduced me to things like alcohol, drugs, sex etc					
vi.	My peer friends help me when in need					
vii.	Our school has peer educators					
viii.	My peer friends bully me in school					
ix.	Peer friends are more supportive than parents and teachers					

Section C: Guidance and Counseling among the Boy Child

10. In your own opinion, to what extent do you agree with the statements relating to how counseling influence the psychological wellbeing of the boy child? Use a scale of 1-5 where **Strongly Agree (SA)=5, Agree (A)=4, Uncertain (U)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

Statements		Response				
		SA	A	U	D	SD
i.	There is a full time counselor in our school					
ii.	I seek counseling when faced with a challenge					
iii.	Counseling helps students to discover my strengths and resources					
iv.	Counseling helps students to feel empowered about my strengths					
v.	Counseling helps students to share my fears thereby getting help					
vi.	Counseling helps students to maintain a positive frame of mind and generate positive emotions and mood					
vii.	Counseling helps students to feel cared and valued					
viii.	Counseling helps students develop support networks especially connections to family					
ix.	Counseling helps students to stop and think about negative things and get encouraged to achieve their goals					
x.	Counseling helps students to believe in their ability to succeed					

Section D: Psychological Wellbeing Scale

11. What is your level of agreement to the following statements that relate to your psychological wellbeing? Use a scale of 1-5 where **Strongly Agree (SA)=5, Agree (A)=4, Uncertain (U)=3, Disagree (D)=2, Strongly Disagree (SD)=1**

	Statements	**S.A**	**A**	**U**	**D**	**S.D**
AU1	I have confidence in my opinions, even if they are contrary to the general consensus					
AU2	I tend to be influenced by people with strong opinions					
AU3	Sometimes I change the way I act or think to be more like those around me					
AU4	My decisions are not usually influenced by what everyone else is doing					
AU5	I often change my mind about decisions if my friends or family disagree					
EM1	I am good at juggling my time so that I can fit everything in that needs to get done					
EM2	The demands of everyday life often get me down					
EM3	In general, I feel I am in charge of the situation in which I live					
EM4	I have difficulty arranging my life in a way that is satisfying to me					
EM5	I am quite good at managing the many responsibilities of my daily life					
EM6	I feel I do not have enough time everyday					
PG1	I am the kind of person who likes to give new things a try					
PG2	I enjoy seeing how my views have changed and matured over the years					
PG3	I have the sense that I have developed a lot as a person over time					
PG4	When I think about it, I haven't really improved much as a person over the years					

PG5	I think it is important to have new experiences that challenge how you think about yourself and the world					
PG6	For me, life has been a continuous process of learning, changing, and growth					
PR1	I often feel lonely because I have few close friends with whom to share my concerns.					
PR2	I find it difficult to really open up when I talk with others					
PR3	It seems to me that most other people have more friends than I do					
PR4	I know that I can trust my friends, and they know they can trust me					
PR5	I don't have many people who want to listen when I need to talk					
PR6	I have not experienced many warm and trusting relationships with others					
SA1	When I compare myself to friends and acquaintances, it makes me feel good about who I am					
SA2	I like most aspects of my personality					
SA3	In general, I feel confident and positive about myself					
SA4	For the most part, I am proud of who I am and the life I lead					
SA5	Everyone has their weaknesses, but I seem to have more than my share					

Source: https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-018-0231-6

END: THANK YOU FOR YOUR PARTICIPATION

Appendix C: Questionnaire for Teachers

SECTION A: Demographic Characteristics of Respondents

1. Indicate your Gender

   Male ( ) Female ( )

2. Indicate your marital Status

   Married ( ) Single ( ) Widowed ( ) Separated ( ) Divorced ( )

3. What is your age bracket?

   18-24 years ( ) 25-34 years ( ) 35-44 years ( ) 45-54 years ( ) Over 55 years ( )

4. What is your highest academic qualification?

   Certificate ( ) PGDE ( ) BED ( ) MA in Education ( ) PHD in Education ( )

5. How long have you taught in this school?

   Less than 1 year ( ) 1-3 years ( ) 4-6 years ( ) 7-9 years ( ) More than 10 years ( )

Part B: Parental Guidance among the Boy Child

6. In your own opinion, to what extent do you agree with the statements relating to how parents guidance influences the psychological wellbeing of the boy child? **Strongly Agree-SA, Agree-A, Uncertain-U, Disagree-D, Strongly Disagree-SD**

Statements		Response				
		SA	A	U	D	SD
a)	Parents counsel and guide boys on how to lead a healthy and peaceful life					
b)	Some parents insist on choosing career for their children for boys					
c)	Some parents choose friends for the boys					
d)	Some parents fail to provide basic needs for the boy child					
e)	Some parents rarely educate their boys on basic life skills					
f)	Some parent offer special treatment to sisters than the boys					
g)	Some parents spend little time with boys					
h)	Some boys always disagree with their parents					
i)	Some parents don't show love and care to the boy child					
j)	Some parents do not mentors the boy child					
k)	Some boys feel very comfortable when close to their parents					
l)	Some parents are source of motivation to boys					
m)	Some parents care little about boy's wellbeing					

Section B: Education Experiences among the Boy Child

7. In your own opinion, to what extent do you agree with the statements relating to how education experiences influences the psychological wellbeing of the boy child? **Strongly Agree-SA, Agree-A, Uncertain-U, Disagree-D, Strongly Disagree-SD**

Statements		Response				
		SA	A	U	D	SD
i.	Some boys are victims of school bullying					
ii.	Some boys abscond classes or miss school because of stress/depression					
iii.	Some students don't care about feelings of others					
iv.	Students have been taught on how to handle stress					
v.	Failing in exams makes some boys to be worried, sad, or stressed at school					
vi.	Some boys tease others, call them names, or gossip about them and this makes them feel like dropping out of school					
vii.	The school has a program of helping boys with psychological needs					
viii.	The boys need training on how to handle difficult challenges					
ix.	There are some boys who dropped out of school because of psychological challenges					

Section C: Peer Experiences among the Boy Child

8. In your own opinion, to what extent do you agree with the statements relating to how peer experiences influence the psychological wellbeing of the boy child? **Strongly Agree-SA, Agree-A, Uncertain-U, Disagree-D, Strongly Disagree-SD**

Statements		Response				
		SA	A	U	D	SD
i.	Many boys in this school have peer friends					
ii.	Some peer friends discourage some boys from working hard in life					
iii.	Boys always feel happy when with peer friends					
iv.	Some boys get advice and motivation from peer friends when facing challenges					
v.	Some peer friends introduce boys to things like alcohol, drugs, sex etc					
vi.	Some peer friends help boys when in need					
vii.	There are trained peer educators in this school					
viii.	Some peers bully others in school					
ix.	Some peer friends are more supportive to boys more than parents or teachers					

Section C: Guidance and Counseling among the Boy Child

9. In your own opinion, to what extent do you agree with the statements relating to how counseling influence the psychological wellbeing of the boy child? **Strongly Agree-SA, Agree-A, Uncertain-U, Disagree-D, Strongly Disagree-SD**

Statements		Response				
		SA	A	U	D	SD
i.	This school has a full time counselor					
ii.	Boys always go for counseling when faced with a challenge					
iii.	Counseling helps boys to discover their strengths and resources					
iv.	Counseling helps boys to feel empowered about their strengths					
v.	Counseling helps boys to share their fears thereby getting help					
vi.	Counseling helps boys to maintain a positive frame of mind thus generate positive emotions and mood					
vii.	Counseling helps boys to feel cared and valued					
viii.	Counseling helps boys to develop support networks especially connections to family					
ix.	Counseling helps boys to shun negative things and focus on their goals					
x.	Counseling helps boys to believe in their ability to succeed					

END: THANK YOU FOR YOUR PARTICIPATION

Appendix D: Interview Guide for Principals and PTA Members

Information to be read to all respondents

This interview is seeking your views on "**Boy Child Experiences and their Psychological Wellbeing in Embakasi Central Constituency, Nairobi City County, Kenya**." This is purely an academic study and you are assured that any information you will provide will be treated with highest level confidentiality and used for academic purposes only. As a participant, you have a right to opt out of this interview/discussion at will or at any time. You also have a right to access the transcript of this interview if you deem it fit. Thank you

PART 1: BIO DATA

1. Gender: Male ( ) Female ( )
2. Highest education level attained……..
3. Working experience (principals only)……
4. Main source of income (parents only)……..

PART 2: Parental Guidance and Psychological Wellbeing of the Boy Child

5. To what extent do you think parents practice positive parenting skills in Embakasi central constituency?
6. How does positive parenting influence the psychological wellbeing of boy child?
7. How often do parents benefit from positive parenting training in Embakasi central constituency?
8. What are the ways of enhancing parental guidance towards improving the psychological wellbeing of boy child adolescents?

PART 3: Education Experience and Psychological Wellbeing of the Boy Child

9. How does school environment influence the psychological wellbeing of the boy child?
10. What are the benefits of education on the psychological wellbeing of the boy child?
11. How can education be used as an instrument of promoting psychological wellbeing of the boy child?

PART 4: Peer Support and Psychological Wellbeing of the Boy Child

12. How would you describe the influence of negative and positive peer pressure on the psychological wellbeing of the boy child?
13. What is the significant of peer education programs on the boy child?
14. How can peer programs be enhanced as tools of promoting psychological wellbeing of boy child adolescents?

PART 5: Counselling and Psychological Wellbeing of the Boy Child

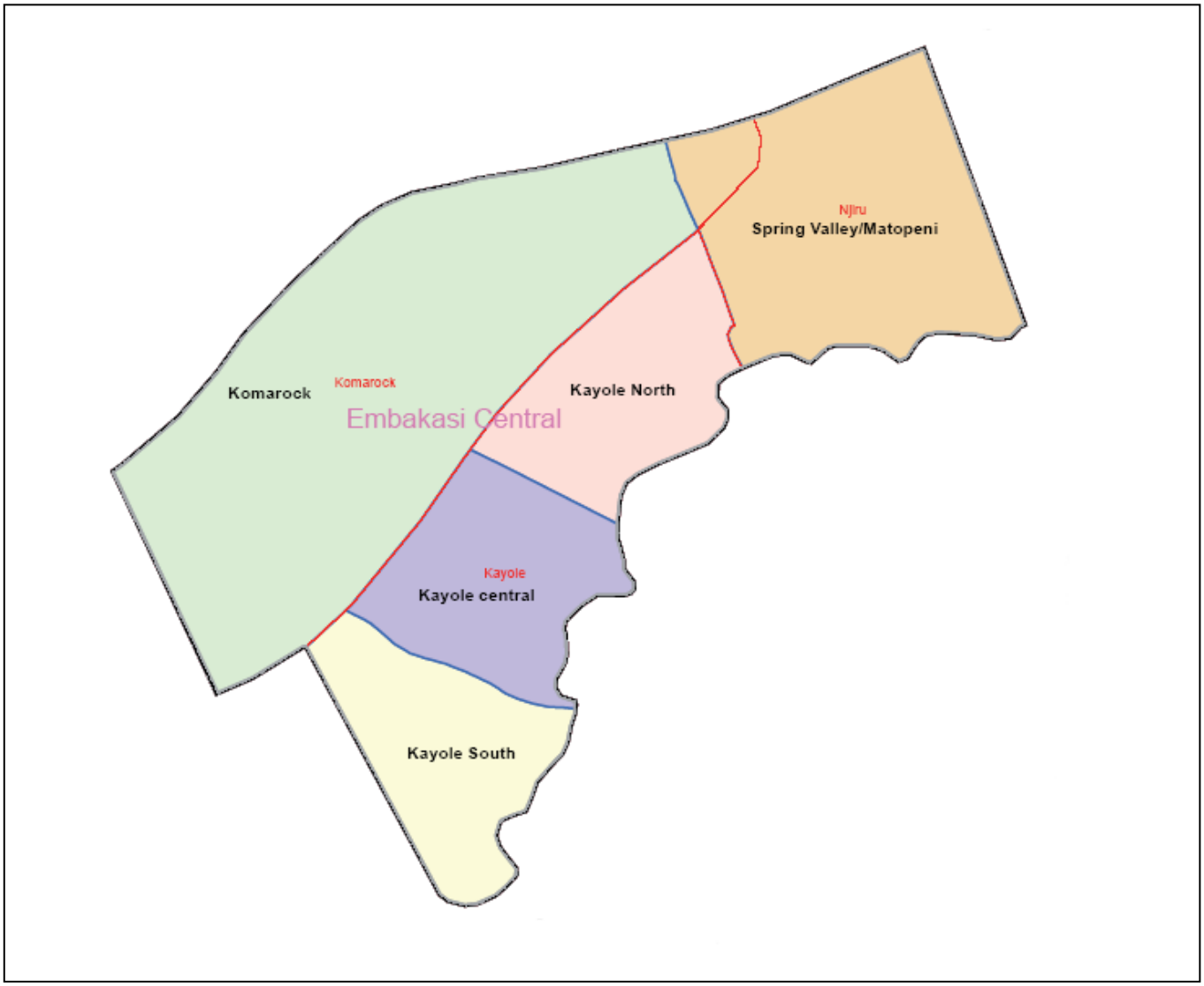
15. Describes the nature of counselling the boy child receives either at school or community?
16. What is the effectiveness of counselling in promoting the psychological wellbeing of the boy child?
17. Would you like to share any other information which will be of great benefit to the study?

END. THANK YOU

Appendix E: Work plan

Task/Month	Aug -Oct 2018	Nov-Dec 2018	Jan 2019	Feb 2019	March – April 2019	May 2019	June 2019
Concept development							
Proposal writing							
Proposal defense							
Field Study documents (License, letters)							
Data collection							
Data Analysis							
Submission of Final Thesis							

Appendix F: Map of Embakasi Central Constituency



Appendix G: Budget

Objective	Activities	Resources	Cost
Proposal development	✓ Study design; Come up with study background, objective and questions, literature review and research methodology ✓ Development of research instruments-Questionnaire and Interview Guide	✓ Stationaries ✓ Internet	Ksh. 5,000
Data collection	✓ Training of research assistants ✓ Approval from relevant authorities ✓ Printing of research instruments ✓ Administration of research instruments	✓ Transport and lunch ✓ Airtime ✓ Research Assistant's allowance	Ksh. 40,000
Data Analysis and Report writing	✓ Data cleaning-sorting, coding and verification ✓ Data entry ✓ Write final report ✓ Binding	✓ SPSS ✓ Miscellaneous	✓ 35,000
	Total Cost		**Ksh. 80,000**

Appendix H: Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **447572**

Date of Issue: **14/August/2019**

RESEARCH LICENSE

This is to Certify that Fr.. BLASIO NYAGA of Catholic University of Eastern Africa, has been licensed to conduct research in Nairobi on the topic: BOY CHILD EXPERIENCES AND THEIR PSYCHOLOGICAL WELLBEING IN EMBAKASI CENTRAL CONSTITUENCY NAIROBI CITY COUNTY KENYA for the period ending : 14/August/2020.

License No: **NACOSTI/P/19/336**

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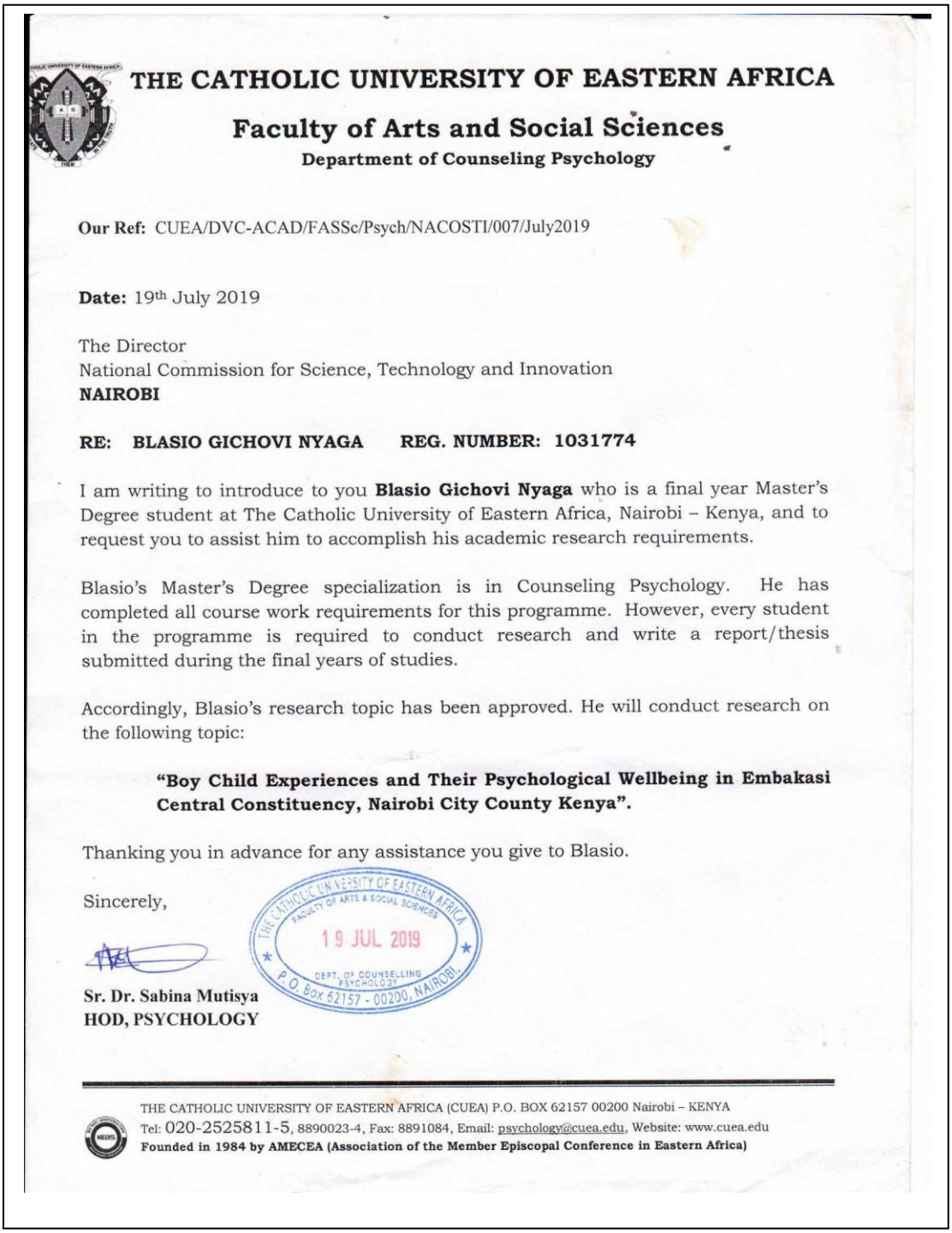
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Appendix I: University Approval Letter



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Arts and Social Sciences

Department of Counseling Psychology

Our Ref: CUEA/DVC-ACAD/FASSc/Psych/NACOSTI/007/July2019

Date: 19th July 2019

The Director
National Commission for Science, Technology and Innovation
NAIROBI

RE: BLASIO GICHOVI NYAGA REG. NUMBER: 1031774

I am writing to introduce to you **Blasio Gichovi Nyaga** who is a final year Master's Degree student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.

Blasio's Master's Degree specialization is in Counseling Psychology. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final years of studies.

Accordingly, Blasio's research topic has been approved. He will conduct research on the following topic:

"Boy Child Experiences and Their Psychological Wellbeing in Embakasi Central Constituency, Nairobi City County Kenya".

Thanking you in advance for any assistance you give to Blasio.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA FACULTY OF ARTS & SOCIAL SCIENCES 19 JUL 2019 DEPT. OF COUNSELLING PSYCHOLOGY P.O. Box 62157 - 00200, NAIROBI

Sr. Dr. Sabina Mutisya
HOD, PSYCHOLOGY

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: psychology@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

Appendix J: Plagiarism Report



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