

Societal Factors and Behaviour Maladjustment of the Boy-Child in Kenya

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Abstract: This study purposed to establish societal factors contributing to the boy-child's behaviour maladjustment in selected boys' rehabilitation institutions in Kenya. It was guided by social learning theory and to achieve the purpose of the study, ex post facto design was used. Purposive sampling was used to select three boys' rehabilitation institutions while convenience sampling was used to select 92 boys. A questionnaire was used to collect data from the boys. Data collected was coded and analyzed using SPSS. The study established that society contributed to the boy-child's behaviour maladjustment. Two society related variables were found to be statistically associated with the outcome variable of maladaptive behaviour at $p=0.05$ and $p=0.017$ respectively. However, these findings are not generalizable to all the boys' population with maladaptive behaviour in Kenya because the study focused on boys who were institutionalized and within the age limit given yet there are many more with problem behaviour outside this age bracket and outside these institutions. Besides, the findings were based on a sample size of 90 boys which limits the generalization of the study findings to areas and populations similar to study area and population. Despite the limitations, the findings of this study are useful in highlighting the factors that contribute to the behavioral maladjustment of the boy-child in rehabilitation institutions. The findings, to some extent corroborate previous studies conducted worldwide. It is, therefore, useful and applicable in the global context.

Key words: Boy-child, behaviour maladjustment, parenting, role modeling

Date of Submission: 24-09-2018

Date of acceptance: 11-10-2018

I. INTRODUCTION

This paper will first and foremost give the background information on the general research followed by relevant findings in the existing literature. It will then provide methodology, results and discussion, conclusion and finally recommendations. The male child has been more welcome than the female child throughout much of history and across most cultures. This is because of the roles he is presumed to undertake at family and at the society level at large. A male child was and still is viewed as a source of both psychological and social security not only to the family but to the society at large. He was for instance expected to prolong his father's lineage by bringing forth his own off springs which also ensured the survival of the society (Edewor, 2001 & Mbiti, 1997). In case of external attacks for example during cattle raids, it was the responsibility of men to drive the enemy away thus providing security to the community (Kabeca, 1985 & Kenyatta 1965). Towards this end, parents and the community had a clear sense of the lives they were preparing their male children to live as adult men and had solid core values that were supported by all (Brooks, 1994). Indeed the boys and later men took their roles seriously; they were dependable and ensured security for their society. However, this has changed as the boy-child seems to have relinquished his roles. He has also been a source of insecurity to himself by adopting a self-destructive lifestyle such as drug and substance abuse that predispose him to crime and also hinder him from forming positive relationships (Farrington & Welsh, 2007). In her study on alcohol consumption and reproductive health risks in rural Central Kenya, Muturi (2014), it emerged from the female respondents that children are no longer being born in the communities because men have lost their reproductive ability or because they are never home with their wives. It was also pointed out that pre-schools had been closed in some.

The boy-child is involved in various antisocial behaviours that contradict his expected role of providing security to the society. In the recent past, he has been reported to be grossly involved in disruptive practices such as stealing, fighting, vandalism and all manner of violence all of which contradict his role as a custodian of security in the society. This is not a new trend; globally, males have been seriously over-represented in all major violent crime categories since the beginning of the collection of official crime statistics (Federal Bureau of Investigations, 1999). In America for instance, boys aged 15-19 years are much more often perpetrators and

victims of serious violent crimes such as assault, robbery and homicide as reported by Federal Interagency Forum on Child and Family Statistics (2008). In the same vein, Pruitt (2007) reported that about 40% of the 12th grade boys surveyed in 2006 had used prohibited drugs. National Center for Educational Statistics (2007) also indicated that 56% of boys aged 16-24 had dropped out of school in America in 2004. Similarly, according to a special report by United Nations Office on Drugs and Crime (2012), Nairobi and its environs is among the regions in Kenya with high crime rates perpetrated by young men. A report by the National Crime Research Centre (2012) identifies 46 notorious organized criminal gangs operating across the country with sixteen of them operating in Nairobi. The gangs includes: *Taliban*, *Jeshi La mzee*, *Kamjeshi* all found in Nairobi, *Mungiki*; found in Nairobi County and in Central part of Kenya and *Al Shabab*, found in Nairobi and North Eastern Kenya. According to the NCRC report, the male gender dominates membership in the organized criminal gangs accounting for 60.8%. Therefore, organized crime is presented or manifested as a largely male issue. Conversely, there exists gender mix in the membership as females account for the remaining 39.2% suggesting that the girl-child too is a victim of behaviour maladjustment.

According to Kabeca (1985), Kenyatta (1965) and Mbevi (2010) the boy-child was prepared for his adult responsibilities from an early age. The father and other male members of his nuclear and extended family took up the responsibility of continuously educating and training him on his expected role in the society. Alongside this, older people generally modeled desirable behaviour to children thus the personality of the growing child was shaped by the interest of the society (Kabeca, 1985). Consequently, children adopted the behaviour and mannerisms that met the standards of their society. Since they were well adapted, they were able to adequately take up their expected roles which gave them confidence and kept their self esteem high. Following current globalization and the general demands of modern life, many things have changed. Children are pre-occupied with modern education which is academic-oriented while the adults around them are busy pursuing their personal achievements. Thus the contemporary boy-child with his academic achievement may be lacking practical skills to manipulate his social environment and the knowledge on his roles in the all-embracing network of kinship relationships and what his rights and obligations are. Worse still some adults are not well adapted for modeling to the boy-child yet children acquire behaviour through observation and imitation (Bandura, 1977). They are therefore not models of the desired society as observed by Mbevi (2010).

In spite of these glaring changes, the boy-child in the contemporary setting is still expected to take up the traditionally set roles in an extensively changed context (Wadende & Lasser, 2011). For example, men are expected to provide security to the society yet his early childhood upbringing was not oriented to providing security and the society itself is generally insecure for him. They are expected to portray behaviour desired by the society, yet they lacked appropriate role models as they grew up. Unfortunately the society condemns and labels him as a failure, oblivious of its possible role in his plight. According to Kenchappanavar (2012) when children feel discouraged and unable to make positive contributions to the social group, they seek other ways to feel important and competent. They may join criminal gangs which according to Sullivan (2006) serve as an outlet for psychological deficits such as negative self concept, social disabilities, poor impulse control and limited life skills. It is in light of this that the researcher decided to investigate the role of the society in behaviour maladjustment of the boy-child.

Review of literature was conducted within the framework of social learning theory to establish the role of the society in behaviour maladjustment of the boy-child. Social learning theory which is by Bandura (1977) has the behaviour of children as its focus. The theory suggests that behaviour is determined primarily by the people around an individual and that most human behaviour is learned observationally through modeling. The coded information serves as a guide for action. Children attempt to internalize the conduct of other people and acquire behaviour patterns that are similar to those people. The theory was therefore found appropriate in establishing the role of society in behaviour maladjustment of the boy-child whereby society in this case was conceptualized to mean the adults that the boy-child related and interacted with in his social context.

A lot of literature related to behaviour acquisition of children has been documented from across the world. Socialization, defined by Gruseck and Hastings (2007) as the process by which an individual acquires his or her own personality is considered to be critical in behaviour acquisition. It involves learning the techniques needed to survive, function and thrive in society through interaction with significant individuals and institutions. Through socialization, a child learns the values, norms, social behavioural patterns and social skills needed to integrate in and become a functioning member of his particular society. Children therefore learn the 'rights and wrongs', 'must or must not' through the socialization process. This is important because as noted by Maseko (2009), early socialization experiences run deep and they have a lifelong influence on self-image, beliefs, values and behaviour. This is in agreement with the general belief that what is learnt in the cradle lasts till death. Even children living in the most deteriorated inner-city urban environments will not get involved in maladaptive behaviour if their socialization experiences are positive and supportive (Binh, 2012). If the socialization process is incomplete or negatively focused, it can produce an adolescent with a poor self-image who is alienated from conventional social institutions and who feels little attachment to a law-abiding lifestyle (Dong & Hung, 2001).

It is important to note that the society has well designed gender roles defining masculinity and femininity roles. For example, boys are expected to learn masculinity roles such as providing security while girls are expected to be nurturing and caring. The family is the primary socializing agent while the secondary socialization is provided later by the society and other societal agencies. Outside the family is the larger society that greatly influences the behaviour of individuals through role models. At family and larger society level, there are both adjusted and maladjusted individuals all who influence the young people who look up to them as their role models. Siegal and Senna (2000), proponents of social learning theory, indicate that behaviour is learned by watching and imitating other people (observing models). Thus, people who exhibit appropriate behaviours have a positive behaviour influence and those who exhibit inappropriate behaviour have a negative behaviour influence on those who look up to them. However, important to note is that the behaviour that an individual decides to imitate depends on his self-image which is a product of his earlier socialization (Sokoi, 2009). If an individual's early socialization experiences were positive and supportive, he will have a positive self-image and he will not want to get involved in maladaptive behaviour even if he is living in the most deteriorated inner-city urban environment often associated with many criminal activities. Conversely, imitation of inappropriate behaviour will result if an individual has a negative self-image (Kenchappanavar, 2012). Behaviourists emphasize the importance of environmental influences and focus on the learning of habits through repetition and reinforcement (Bandura, 1986). This implies that an individual's behaviour to some extent is dependent on his social environment. Whether the maladjustment of the boy-child who is the focus of this study is influenced by his current social environment is a concern for this study.

Many research findings allude repeatedly to the importance of the cultural and social contexts in which young people develop. Findings by McCord, Widom and Crowell (2001), pointed to a powerful connection between residing in an adverse environment and participating in criminal acts. Consistent with this are the sociological theories of deviance as documented by Macionis and Gerber (2010) which indicates that criminal behaviour in disorganized neighborhoods go unnoticed. This is due to isolation amongst residents, high turnover and weak social control network which are characteristic of such contexts. This is in line with Mincey, Maldonado, Lacey and Thompson (2008) argument that children who are in environments such as poverty stricken neighborhoods where they are exposed to other young children, adolescents, and adults committing criminal activity are more likely to emulate that behaviour because it is deemed as acceptable. Although researchers debate on the interaction between environmental and personal factors, most agree that living in a neighborhoods where there are high levels of poverty and crime increases the risk of involvement in serious crime for all children growing up there (McCord et al., 2001).

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

As highlighted in the introduction and the theoretical framework, the larger society in which a child grows in is significant in determining whether he will be adjusted or maladjusted. Past studies have established that the boy-child has been grossly over-represented in all major crime categories as reported by National Crime Research Centre (2012). For instance the violence that followed the 2007 general election in Kenya and spilling over into 2008 had the boy-child at the centre stage as a perpetrator as well as a victim. More recently, it was reported that the youth in Kenya have become a target for recruitment by the Al Shabaab terror group from Somalia (Anzalone, 2012). Behaviour maladjustment is a concern of every member of the society and establishing the role of the society in behaviour maladjustment of the boy-child cannot be over-emphasized. A lot of information has been documented on causes of behaviour maladjustment in general but little has been done in relation to the role of the society in behaviour maladjustment of the boy-child and more so in Kenya. It is in light of this therefore that this paper endeavored to fill this gap.

The lives of individuals, families and the society in general are traumatized and or destroyed by drug abuse, crimes such as rape, robberies, and killings caused by those with behaviour problem. An understanding of the societal factors contributing to behaviour maladjustment of the boy-child is of paramount importance.

Based on social learning theory and the past studies, the current study hypothesized that society has no role in behaviour maladjustment of the boy-child. This hypothesis was tested using logistic regression in reference to variables related to society model. A questionnaire with closed and open-ended items, constructed within the framework of social learning theory and the study objectives was administered to boys in selected

rehabilitation institutions in Kenya. The content of the items were categorized into: undesirable behaviours in the boy-child's community, the boy-child's relationship with relatives, neighbors and societal guidance of boy-child. The study is expected to provide data that can guide in formulating intervention mechanisms to address the problem of boy-child's behaviour maladjustment in Kenya. Unearthing the causes of maladaptive behaviour exhibited by the boy-child may benefit him in the sense that parents and the society may take appropriate measures to rescue him from the predicament facing him. Institutions such as churches and schools that play a crucial role in shaping the behaviour of the society may get a better understanding of the possible causes of the current behaviour of the boy-child. Thus help work out the appropriate approaches for rehabilitating him and guiding others against adopting undesirable behaviours. Proper adjustment of the boy-child may minimize the level of insecurity being experienced from him and which is a concern of many in our country. Finally, the findings are also intended to act as a springboard from which other researchers could conduct further investigations into societal contribution of behaviour maladjustments in the boy-child.

II. RESEARCH METHODOLOGY

Ex post facto design employing quantitative method of data collection was used in the study. The design was preferred because it is applicable to studies which investigate possible causes of an existing condition and searching back in time for plausible causal factors that seem to be associated with certain occurrences or aspects of behaviour. The design thus fitted well with the research area whose purpose was to describe the societal factors that have contributed to the behaviour maladjustment of the boy-child in rehabilitation institutions. The study focused on the boys who already had behavioural problems. In doing so, the study examined retrospectively the possible factors that had caused the boy-child to be behaviorally maladjusted. The design was suitable for psychological contexts where the independent variable or variables lay outside the researcher's control.

The study was conducted in three rehabilitation institutions located in Nairobi and Kiambu Counties where boys with behaviour maladjustment were undergoing rehabilitation. The choice of rehabilitation institutions in Nairobi and Kiambu Counties was guided by a special report by UNODC (2012) that Nairobi and its environs is among the regions in Kenya with high crime rates perpetrated by young men. The population targeted by the study was boys aged 15-19 years with maladjusted behaviour residing in rehabilitation institutions. At the time of the study, there were 121 boys in the three rehabilitation institutions selected. The boys were the key respondents on the understanding that they held rich information that could lead to establishing what may have led them to adopt maladjusted behaviour.

The institutions were purposefully selected on basis of having populations that corresponded with the research concerns, that is, boys with behaviour maladjustment and all of them falling within the age limit of 15-20 years. This study focused on those aged 15-19 years. Table 1 shows the breakdown of the respondents of this study.

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

Table 1 Age of the Boys (source, author)

Convenience sampling was used to get the boys to participate in the study. This was informed by the fact that these boys had behaviour problems thus resistance from some of them could not be ruled out. Managers of the three institutions facilitated the researcher to meet the available boys and those who were willing to participate in the research as respondents. In this case therefore, convenience sampling was used to get the participants.

A total of 92 boys participated in the study. However, only 90 boys' responses were included at analysis because two were dropped due to inappropriate responses. The respondents did not respond to the items as per the instructions given but instead scribbled incomprehensible things on the questionnaire.

Data was collected using a questionnaire containing closed and open-ended questions developed by the researcher. The tool was formulated in reference to the objectives and the theory that guided this study. As a result, the data collected from the respondents was in line with the study objective.

In order to determine the reliability of the questionnaire, a test-retest was administered on a sample that was similar to the actual sample (boys with maladjusted behaviour undergoing rehabilitation). The second test was administered a week after the first test. The relationship between the scores of the participants for the two different administrations was estimated using Pearson product moment correlation coefficient to determine how similar the scores of the instrument were across time as shown in Table 2.

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

Table 2 Reliability Coefficient of the Instrument (Source, author)

The correlation coefficient (r) of 0.774 was established which rounds to 0.8 threshold recommended by Mugenda and Mugenda (2008).

To ensure validity, the questionnaire items were constructed in consideration of the requirement of the study objective. Past studies and theories also guided the researcher to formulate some of the items thus ensuring construct validity. On administering the instruments, the data collected responded to the research questions.

Statistical Package for Social Sciences (SPSS) was used to generate frequencies and percentages for the purpose of analyzing the data. The frequencies and percentages were presented in descriptive form such as tables, bar graphs and pie charts. Similarly, data on personal information was analyzed using SPSS. However, descriptive statistics do not give the researchers adequate information to draw conclusions. Therefore to allow the researcher to draw conclusions, a hypothesis based on the study objective was formulated and tested using a logistic regression. This was:

H_0 Society has no role in the behaviour maladjustment of the boy-child.

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

III. RESULTS

The objective of this study was to establish the role of the society in behaviour maladjustment of the boy-child. Information on some of the undesirable behaviours by people in the communities where the boys came from is given in percentages as shown in Table 1.

The people that individuals interact with outside their families form a large part of their social environment. It was therefore necessary to find out the kind of social environment that the boys lived in, in terms of the behaviour exhibited by the people they interacted with in their communities. This was on the basis of the principle by social learning theorists that behaviour is learned through observation and imitation of the people an individual interacts with. In addition, firm identity is achieved from social solidarity with the communities we grow in. Through this interaction from the society, behaviour is influenced positively or negatively depending on whether the people that an individual interacts with are well adjusted or not. Information on some of the undesirable behaviours by people in the communities where the boys came from is shown in Table 3.

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

Table 3: Undesirable Behaviours in the Community (Source, author)

As can be seen in *table 3*, all the respondents acknowledged that adults in their communities engaged in undesirable behaviours at a generally high magnitude with alcohol/drugs abuse at 84.4%, abusive language at 77.8%, fights and rape both at 74.4% and the least is murder which is at 68.9%.

Data on how the boy-child related with his relatives as well as neighbours was sought on the basis that they form part of his social network. Thus, as his socializing agents, how he related with them influenced his personality development. This information is presented in Figure 1:

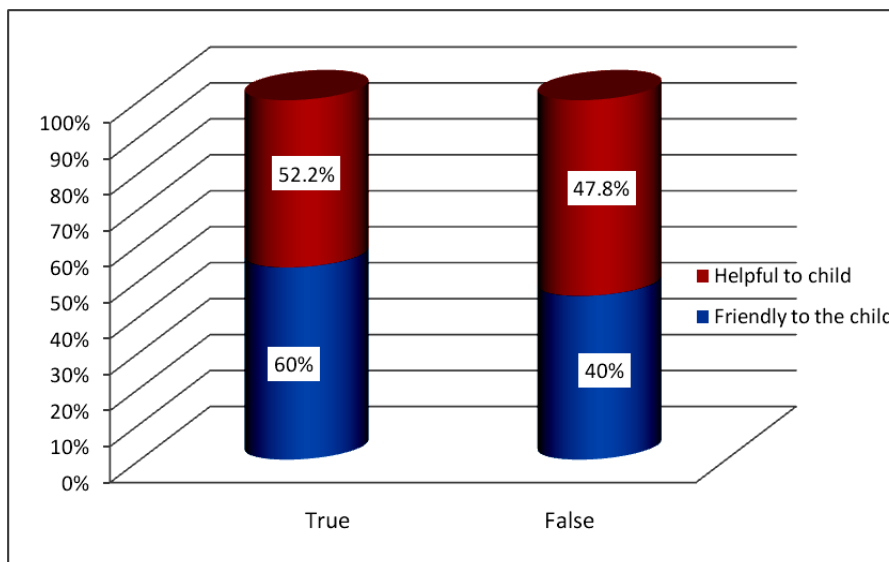


Figure 1: Boy-child's Relationship with Relatives and Neighbors (Source, author)

Despite the undesirable behaviours in the boy-child's environment as shown in Table 1., Figure 1 shows that more than half of the boys had friendly relatives and neighbors (60%) and about half (52.2%) of them had received help from them when they needed it.

The study also sought to establish if the boy-child received any guidance from their neighbours/adults around them and if they knew of neighbors who took their time to guide their children. The responses given shed some light on the role of the society in behaviour maladjustment of the boy-child. This information is to be found in Table 4.

	There was a grown-up for guidance		There were people who provided guidance to children in my neighbourhood	
	Frequency	Percent	Frequency	Percent
True	25	22.2%	24	73.3

F a l s e	65	77.8%	66	26.7
Total	90	100.0%	90	100.0

Table 4: Societal Guidance of Boy-child (Source, author)

Responding to the role of the society on child guidance, 77.8% of the boys indicated having not had an opportunity to receive guidance from a grown-up in their communities on what they did while 73.3% acknowledged being aware of people in their neighborhoods who took their time to guide children.

The researcher also sought to find out how the respondents spent most of their time.

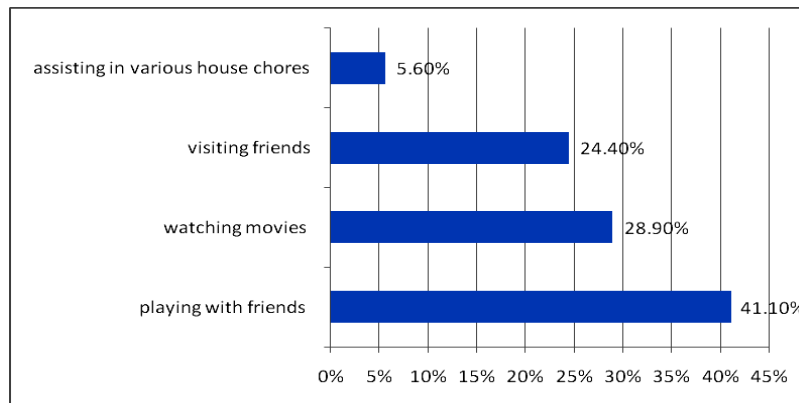


Figure 2. How Boys Spent Most Time (Source, author)

Most of the respondents 41.10% spent most of their time was playing with friends and only 5.6% spent their time at home engaging in home chores.

To establish if the society had a significant effect on the boy-child’s behaviour maladjustment, the Hypothesis: H_0 Society does not have a role in behaviour maladjustment of the boy-child was tested using logistic regression. The maladaptive behaviour response variable created earlier on was used to model the society related variables. The results are shown Table 5.

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

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

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

Table 5: Logit Model of Society Influence on Boy-child Behaviour (Source, author)

As can be seen in Table 5 three independent variables were found to be statistically significant at $p < .05$ level. These were; sale of alcohol to children, rape cases and age. The boys who came from communities where alcoholic drinks were sold to children by adults had 65% lower odds of being non-violent. In other words, for those who came from communities where there were rape cases had 82% lower odds of engaging in non-violent behaviour. Older boys were found to have 3.05 times higher odds than their younger counterparts to engage in maladaptive behaviour.

IV. DISCUSSIONS

Drawing from the data given in regard to the undesirable behaviours in the community (see Table 3) the findings suggest that the boy-child lived in an environment that is proliferated with anti-social behaviours that may have encouraged undesirable behaviours among the boys. The findings are consistent with those of McCord, Widom and Crowell (2001) and Mincey, Maldonado, Lacey and Thompson (2008) which pointed to a powerful connection between residing in an adverse environment and participating in criminal acts. This resonates Bandura's (1977) social learning theory principle that children tend to take up the behaviours they observe from the people around them. Therefore, the society could be viewed as having had some influence on the maladjusted behaviour of the boy-child. The undesirable behaviours witnessed by the boy-child in his community suggest the importance of modelling appropriate behaviour. This would create a healthy social environment from which children would learn pro-social behaviours.

Data on how the boy-child related with his relatives as well as neighbours (see Figure 1) suggests a social environment that is to some extent healthy for development of a stable personality. From an African traditional perspective, the wellbeing of children is a communal responsibility (Kabeca, 1985 & Kimani & Kombo, 2010). Members care to meet the needs of other children in the society besides their own as is the case with many in the contemporary Kenyan society (Kimani & Kombo 2010). However, it should be noted that this responsibility from the members of larger society is limited in many ways as it may not be consistent. For example, members of the society give what they have and not what the boys may need. Moreover, it is not an obligation. Therefore, communal responsibility may not be binding, though it is important.

The findings also revealed that the boys had unfriendly and unhelpful relatives and neighbours (see Figure 1) which may have translated into the boy-child developing a feeling of rejection leading to a low level of neighbourhood attachment- positive feelings of belonging and being valued (Dong & Hung, 2001).

In regard to if the boy-child received any guidance from their neighbors/adults around them (see Table 4) the findings suggest that the boy-child minimally interacted with adults, hence minimal opportunities for any possible guidance. Moreover, changes in the family structure as observed by Kimani and Kombo (2010) and Naggaddya (2011) where many households are in urban set-ups as opposed to traditional households that were in rural environment where parenting was communal-based have compromised parenting. As a result, in the absence of extended family members, children find themselves with their peers who have been left on their own too.

To establish if society had a significant effect on the boy-child's behaviour maladjustment, H_0 Society does not have a role in behaviour maladjustment of the boy-child was tested using logistic regression (see Table 5). The logistic regression model showed support for the role of society in influencing the behaviour of the boy-child because the two variables (selling of alcoholic drinks to children by adults and many rape cases) were found to be statistically significant. Thus, the results reject the null hypothesis that society has no role in behaviour maladjustment of the boy-child. This finding is supported by Mincey et al. (2008) which showed that children in environments where they are exposed to criminal activities have a likelihood of emulating the behaviours because they consider them acceptable. The finding is also echoed by Bandura's (1977) social learning theory: the principle that children tend to take up the behaviours they observe from the people around them. Additionally, the control variable 'age' was also found to be statistically associated with the kind of role models in the communities where the boys came from.

V. CONCLUSION

Generally, the responses given by the boy-child portray a dysfunctional society proliferated with various anti-social behaviours. The boy-child had witnessed adults including religious and political leaders in his community fight, use inappropriate language and abuse alcohol and other drugs which they also accessed easily. Crimes such as stealing, rape and murder were also common. Since behaviour is acquired from the social environment through observation and later imitation as given in the social learning theory, children growing in such environments are more likely to emulate such behaviour because they consider adult's behaviour acceptable. There is also inadequate

guidance of the boy-child by the adults in the community. Thus, the society has contributed to the behaviour maladjustment of the boy-child.

VI. RECOMMENDATIONS

There is need for institutions such as schools, religious movements, Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) to encourage adults to serve as positive role models. This is with an aim of creating a healthy social environment that guards the boy-child and children in general against exposure to inappropriate behaviours.

ii) There is need to have stringent measures in place against people who break the law prohibiting selling of alcohol to children and barring them from entering premises where beer is sold.

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Eunice Neri Mvungu'' Societal Factors and Behaviour Maladjustment of the Boy-Child in Kenya.'' IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 10, 2018, pp. 25-34