FACTORS INFLUENCING BEHAVIOUR CHANGE OF COLLEGE STUDENTS, A CASE OF KENYA MEDICAL TRAINING COLLEGE, TRANS NZOIA COUNTY, KENYA

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A research project report presented in the partial fulfillment of the requirement for the award of Master of Arts in project planning and management of the University of Nairobi.

2018

DECLARATION

I declare that this Research Project Report is my original work and has not been presented in any other university.

…… Date……

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L50/84948/2016

This Research Project Report has been submitted for examination with my approval as a university supervisor.

…… Date…….

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DEDICATION

I dedicate this academic piece of writing to my dear mother, Anne Nanjala Masindano, my late father Isaiah Masindano Wasilwa, my dear wife, Everlyn Namtala Sikuku, my sons Caleb Muruki Sikuku, Othniel Mulembe Sikuku and daughter Dorcas Buyanji Sikuku. You are resilient, and an inspiration to me. Keep up the fight to destiny.

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LIST OF TABLES

Table 1: Target Population 24

Table 2: Target Population and Sample Size 25

Table 3: Reliability test result 29

Table 4: Findings related to demographic characteristics of respondents 30

Table 5: Findings related to economic status of respondents 31

Table 6: Communications with parents 32

Table 7: Extent to which parents advised you 33

Table 8: Behaviour modification 33

Table 9: Consumption of Drugs and illicit substances in college 34

Table 10: Drug abuse and risky behaviour among students 34

Table 11: Believing in oneself, self-esteem 35

Table 12: Belonging to social formations 36

Table 13: Believing and considering ideas and opinions of others 36

Table 14: Relationship between peer pressure and risky behaviour 37

Table 15: Affordability of family basic needs 38

Table 16: Parents estimated level of income per month 38

LIST OF FIGURES

Conceptual framework……..21

ABBREVIATIONS AND ACRONYMS

KMTC:	Kenya Medical Training College
NACADA:	National Authority for the Campaign Against Drug Abuse
NACOSTI:	National Commission for Science Technology and Innovation
EDM:	Eco defense mechanism

TABLE OF CONTENTS

DECLARATION ii
DEDICATION iii
ACKNOWLEDGEMENT iv
LIST OF TABLES v
LIST OF FIGURES vi
ABBREVIATIONS AND ACRONYMS vii
TABLE OF CONTENTS viii
ABSTRACT xi
CHAPTER ONE 1
INTRODUCTION 1
1.1. Background of the study 1
1.2. Statement of the problem 4
1.3. Purpose of the study 5
1.4. Research objectives 5
1.5. Research questions 5
1.6. Basic assumptions of the study 6
1.7. Significance of the study 6
1.8. Delimitations of the study 6
1.9. Limitations of the study 7
1.10. Definition and operationalization of terms 7
1.11. Organization of the study 8
CHAPTER TWO 10
REVIEW OF RELATED LITERATURE 10
2.1. Introduction 10
2.2. The concept of behaviour 10
2.3. Empirical review 12
2.3.1. Drug abuse and behaviour change 12
2.3.2. Parenting styles and behaviour change 14
2.3.3. Peer pressure and behaviour change 15
2.3.4. Economic back-ground and behaviour change 17

2.4. Theoretical review 18
2.4.1. Social learning Theory 19
2.4.2. Strain Theory 19
2.5. Conceptual framework 20
CHAPTER THREE 23
RESEARCH DESIGN AND METHODOLOGY 23
3.1. Introduction 23
3.2. Research design 23
3.3. Study location 23
3.4. Target population 24
3.5. Sampling procedure and Sample size 24
3.6. Research instruments 26
3.7. Pilot study 26
3.7.1. Validity of research instruments 26
3.7.2. Reliability of research instruments 27
3.8. Data collection procedure 27
3.9. Data analysis technique 27
3.10. Ethical considerations 28
CHAPTER FOUR 29
RESEARCH FINDINGS AND DISCUSSION ..... **Error! Bookmark not defined.**
4.1. Introduction 29
4.2. Response rate 29
4.3. Reliability result 29
4.4. Findings related to demographic characteristics of respondents 30
4.5. Findings related to research objectives 32
4.5.1. Parenting styles and behaviour change 32
4.5.2. Drug abuse and behaviour change 34
4.5.3. Peer pressure and behaviour change 35
4.5.4. Economic background and behaviour change 38
4.6. Discussion 39
CHAPTER FIVE 47

CHAPTER FIVE 47
SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS 47
5.1. Introduction 47
5.2. Summary of major findings 47
5.2.1. Parenting styles and behaviour change 47
5.2.2. Drug abuse and behaviour change 47
5.2.3. Peer pressure and behaviour change 48
5.3.4. Economic background of the family and behaviour change 48
5.3. Conclusion 49
5.4. Recommendations 50
5.4.1. Policy implications 50
5.4.2. Recommendations for further research 52
REFERENCES 53
APPENDICES 60
APPENDIX I: RESEARCH INTRODUCTORY LETTER 60
APPENDIX II: QUESTIONNAIRE 61
APPENDIX III: RESEARCH PERMIT 66

ABSTRACT

The rise of antisocial behaviour in colleges especially in medical training facilities exposes patients and the society to risks associated with the vices. Based on that, this study purposed to determine factors influencing behaviour change among students in KMTC a case of Trans Nzoia County, Kenya. The specific objectives for the study were to determine influence of drug abuse, parenting styles, peer pressure, and economic background of the family on behaviour change of these college students. The study was anchored on social learning and strain theories as developed Bandura and Merton respectively. This study adopted a descriptive survey research design, which considered the use of structured questionnaire as a primary research instrument. The target population was 450 students of KMTC Kitale Campus. A sample of 210 students comprising of 128 female and 82 male students drawn from various course and in different years took part in the study. Stratified sampling was used to select samples based on gender, course taken and year of study. A pilot test was conducted in the same institution but on different respondents to establish reliability and validity of the research instrument. Cronbach's Alpha was used to measure reliability using SPSS software. Validity was established based on expert opinion. Data collection was conducted by administering questionnaires to sampled students. Collected data was coded, and entered in SPSS software for analysis. Data was analyzed using descriptive statistics that involve frequencies and percent percentageages. Research findings were presented in tables for easy understanding. In the findings, it was established from 72% of the students that their parents did not advise them as expected. Further, 46.6% and 37.6% stated that their parents adopted the use of physical punishment and neglect respectively as ways of behaviour modification. On drug abuse, 64.3% of respondents stated that the practice of drug and substance abuse was rampant in college. With respect to peer pressure, 72% of respondents accepted that they had a low self-esteem that exposed them to negative peer influences. Further, 78% of respondents indicated that they paid allegiance to given social groups/formations. An estimated 71.5% of respondents stated that they believed in opinions, views, and practices of others as opposed to their own. On economic status, 15.2% and 51.4% of respondents indicated that their parents could afford education and food respectively. Out of the 210 respondents, 49.1% stated that their parents earned less than Ksh. 15,000 per month. Different from that was 50% who stated that friends and other people facilitated their out of pocket. Based on the findings, the Ministry of Health in collaboration with other institutions should consider motivating learners by providing stipends, psychosocial support, educate and sensitize parents on parenting styles. Security agencies should work closely with institutions of higher learning to curb the increased supply of drug and illicit substances.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education institutions across the globe provide the platform through which learners go through a continuous process of growth and development, which tends to be affected by environment and other social factors. Social Behaviour according to Harsanyi (2012) refers to human behaviour, which is not arbitrary and is determined by culture, genetics, attitude, ethics, and perceptions. Social behaviour may be emotional or physical and it can be elicited through communication, actions, and other social relationships. Institutions of higher learning are known for harboring students with a myriad of social behaviour that causes latent dysfunction in the society. Aggression, violent crimes, drug and substance abuse, and risky sexual behaviour are among the social behaviour that students in colleges are known for exhibiting. In his study conducted among college students in Brazil, Alavi, and Mansor (2011) observes that in the wake of the 21st century, institutions of higher learning continue to receive high numbers of students admitted to pursue various courses. These students come from different family backgrounds, religion, racial descents, and socio-economic status, which influence their social behaviour. Upon interaction with others, students they adjust in the new environment by learning behaviours and personality within the environment as Sharma (2013) reports.

In a study conducted by Erinisha (2012) in Southern Mississippi, the author noted that negative parenting styles and peer pressure influenced social behaviour of university students. According to the study, Erinisha (2012) notes that at first instances of students interaction with others, negative parental styles tends to influence students personality; however, with time, peer

pressure tends to override parenting styles as the major factor influencing social behaviour of university students. According to a report by the World Health Organization (2009), cultural and social norms, laws, and policies influence not only violent behaviour but also personality of students in learning institutions. Whenever students interact, they identify with certain norms and practices that define their personalities and behaviours. As that is not enough, prevailing laws and regulations of public institutions greatly influence social behaviour of students. As Alavi and Mansor (2011) observe, youths and especially school going children will always negate what the authorities have outlawed.

In their study conducted among the youth aged between 15-18 in North America, Hardy, Bean and Olsen (2014) postulate that moral identity and self-regulating were identified with breaking rules and engaging in antisocial behaviours. Identity crisis and role conflicts among the youth contribute immensely towards influencing social behaviour. Each student would want to associate with the masculine or feminine group that embrace norms and practices that seem trending in the society and such identity crisis affect their personality.

A study conducted in European countries by the European Commission in 2013 observed the rate at which college and university students were engaging in alcoholism had increased. The increase in alcoholism among students led to other antisocial problems such as risky sexual behaviours, aggression, assault, robbery among others like failure to attend classes, and poor academic results (Steketee, Jonkman, Berten, and Vettenburg, 2013). Aggression and other antisocial behaviour among university students tend to increase as one spends more time in the learning institution. According to Qaisy (2014), finalist students are rated high in antisocial behaviour as compared to first years. The rationale behind it is that newly admitted students have a task of learning the norms, practices, and cultures of the environment and they are usually

guarded by parental advises behaviours imparted in them; they take time before they learn environmental behaviours within the learning institution.

Olugbenga (2015) conducted a study in Nigeria on causes and prevalence of antisocial behaviour in college students with hearing impairment, in his findings, the author cited peer pressure, low socio-economic status, ineffective school administrations, media influence, lack of parental care, lack of guiding and counseling as some of the factors causing antisocial behaviour among college students. Furthermore, the author observed that the practice of examination irregularities, rape, theft, cultism, loitering, drug abuse, lateness, abortion, and rudeness were common among the group. As Qaisy (2014) noted, such behaviours will tend to define the personalities of college students with men eliciting higher rates than female students do.

In Kenya, Rinataugu, Andanje, and Amusa, (2012) conducted a study among University students and noted that rates of alcoholism consumption and other illicit drugs was high especially among sports men and women to prevent shyness, relax, and avoid boredom, which end up damaging friendship, lower academic performance, and other offensive behaviour to others. Kumesa, Mohammed, Gebremariam, Gelaw, Seifu, Tirumurgan (2015) added that the immense emotional stress influenced the ability of students to engage in alcoholism and other outlawed drug substances. In his study, Wanyoike (2015) established that cases of suicide among college and university students were on the increase and the causes were loneliness, financial constraints, depression, social pressure, drug abuse, hopelessness, conflict, and anger. Students tend to commit suicide because of either relationships gone sour or misunderstandings; others will murder their mates in love triangles or disloyalty to group practices.

In Eldoret and other towns in North-Rift, Atwoli, Mungla, Ndung'u, Kinoti, & Ogot (2011) conducted a study on college and university students on their social behaviour and noted that drug and substance abuse, risky sexual behaviour, absenteeism, assaults, and suicides were common and affected students academic performance and their personality. Most of the college students tend to engage in illegal activities to earn extra income for survival at their respective colleges. In Trans-Nzoia for instance, students were commonly known for spending time away from classrooms to engage in illegal and antisocial activities.

1.2. Statement of the problem

The independence and freedom that college and university students have should come with responsibility. The college environment allows students from diverse cultures, indoctrinated in different culture and from various social and economic backgrounds to interact for education purposes. Social behaviour in a group of young boys and girls agglomerated has been an issue of concern not only in Kenya, but also in other countries. College students have been notable in alcoholism, risky sexual behaviour, absenteeism, suicide, smoking among delinquencies associated with such a group. The government of Kenya through NACADA, Security Agencies, Ministry of Health, and Ministry of Education has not done enough with regard to providing solutions to the social problems affecting college and university students. Upon failure by the relevant authorities to quell the situation, colleges and universities will produce students who are not well trained and competent to work effectively in the job market.

Further, some jobs like in the health practice are risky to be left in the hands of incompetent practitioners. This paper therefore sought to establish some of the factors influencing social behaviour in college students. The determination of the factors influencing social behaviour helped in providing solutions that would mitigate the problems experienced by college students.

1.3. Purpose of the study

The purpose of this study was to determine factors influencing behaviour change of college students in KMTC, Trans Nzoia County, Kenya

1.4. Research objectives

i. To determine how drug and substance abuse influences behaviour change among college students in KMTC, Trans Nzoia county

ii. To ascertain how parenting styles influences behaviour among college students in KMTC, Trans Nzoia County.

iii. To establish how peer pressure influences behaviour change among college students in KMTC, Trans Nzoia County.

iv. To evaluate the extent to which parental economic background influence behaviour change of college students in KMTC, Trans Nzoia County.

1.5. Research questions

i. How does drug and substance abuse influence behaviour change among college students in KMTC, Trans Nzoia County

ii. How does parenting styles influence behaviour change among college students in KMTC, Trans Nzoia County

iii. To what extent does peer pressure influence behaviour change among college students in KMTC, Trans Nzoia County

iv. To what extent does parental economic background influence behaviour change of college students in KMTC, Trans Nzoia County

1.6. Basic assumptions of the study

This study was guided by the assumption that college students are drawn from a diverse culture, socio-economic background and that are in their youthful ages. The target population was college students and the study assumed that they would take part in study.

1.7. Significance of the study

The completion of this study would provide information to relevant government institutions to formulate policies and laws that would provide solutions to the social problems affecting students in college students. Colleges can use the findings from this study to structure rules and regulations that would help in regulating the movement, behaviour, and interaction of students while at colleges. Non-governmental and other institutions can use the findings to provide psychological solutions such as guiding and counseling to students who suffer from depression, stress, and other emotional problems. Parents are also primary beneficiaries of findings of this study; they would use the findings to devise ways through which they can raise their children using good parenting styles.

1.8. Delimitations of the study

Considering one college such as KMTC Kitale Campus would not reflect the true picture of social problems experienced by college students. This indicated that considering KMTC, Kitale Campus not representative to be used to draw conclusion on the factors influencing social behaviour of college students across the country. Apart from that, students in colleges in capital and big cities might exhibit different social behaviour and personalities as compared to students in colleges established in small towns such as Kitale. In order to mitigate this challenge, the researcher expanded the sample size to include students from capital and other big cities but school in colleges in small towns.

1.9. Limitations of the study

The main limitation of this study was the time some of the colleges were established. Colleges such as Kenya Medical Training College, Kitale Campus was established a few years ago and cannot reflect the true picture of social behaviour affecting college students. The rationale behind it was that a culture of students might not have been established in newly established colleges as opposed to colleges established decades ago. The study focused on finalist students who seem to have adopted new way of life identified by college students. Cultural barriers limited the study, students drawn from diverse culture or socio-economic background might not elicit the same social problems. The researcher undertook a pilot study checked some of the problems in such a way that, necessary adjustments were done on the research instruments as a solution to the challenge.

1.10. Definitions of significant terms

Behaviour: It refers to the totality of social stimulation that influences an individual. It is also the response of organism towards external and internal stimuli (Mullen and Johnson, 2013). Based on the study, behaviour refers to inherited or learnt personalities from the environment, or through or interactions, which affects the way of life of a person. Behaviour can be learned, unlearned or re-learned.

Behaviour change: In this case, it refers to the new traits the students acquire after they get to the college. The difference seen after they get to college as compared to when they entered the college. According to (Bandura 1980), it it's what a person has modeled

Social behaviour: Social Behaviour according to Harsanyi (2012) refers to human behaviour, which is not arbitrary and is determined by culture, genetics, attitude, ethics, and perceptions. In

the context of this study, social behaviour refers to acquired norms, attitudes, practices and cultures that an individual identify with a group, it defines way of life and personality.

Antisocial behaviour: According to the antisocial behaviour Act of 2003 and the Police Reform and Social Responsibility Act (2011), it is a behaviour that can cause alarm, harassment or distress to one or more persons not of the same household as the person perpetrating. Aggressive, violent and conduct behaviour. (DSM V) 2013

College: College refers to an education institution that offers certificate and diploma courses, it admits students regardless of their place of origin, race and gender but on qualifications (Capuzzi and Gross, 2013). Based on the study, College refers to an institution of higher learning that offers certificate and diploma courses, which accommodate students from different parts of the country an of different gender, race, religion and tribe.

1.11. Organization of the study

This study purposed to establish factors influencing social behaviour of college students; specifically, the study focused on Kitale Campus. In chapter one, the study presented background of the study- a highlight of the topic of discussion from global, regional and local perspective. This was followed by statement of the problem, purpose of the study, research objectives, basic assumptions, significance, limitations, delimitations, and definition of terms. In chapter two, the study highlighted on the concept of antisocial behaviour, focus on each objective relative to the dependent variable, consider strain and social learning theories that guides the study. Critical review and conceptual framework followed as the chapter ended. Chapter 3 presented the research design, target population, sample size, and sampling procedure, research instruments, pilot study, data collection procedure, data analysis techniques and ethical considerations. The

fourth chapter comes with the research findings and the discussions beginning by the response rate. Chapter 5 wraps up this report with the summary of the findings, conclusion, recommendations, and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents the concept of social behaviour, empirical review- a discussion of research objectives relative to the concept of social behaviour. Theoretical review that features theories that guide the study was presented and the critical review and the conceptual framework followed it.

2.2. The concept of social behaviour

Social Behaviour according to Harsanyi (2012) refers to human behaviour, which is not arbitrary, but is determined by culture, genetics, attitude, ethics, and perceptions. Behaviour theorist such as Skinner, Parvlov, Bandura, Watson, Freud, and Erik Erikson are among whose propositions contribute to the concept of social behaviour. The concept of social behaviour according to Psychologists such as Erik Erikson and Freud can be best understood once related with personality development in human growth and varies with culture, attitudes, genes, and the surrounding.

According to the eight stages of personality development as proposed by Erik Erikson, a person usually undergoes all the stages every completion of a stage marks the beginning of the other, which has elements of the previous stage in the early phases of the new stage (Erikson, 1995). Unsuccessful completion of a stage will have to feature elements of such personalities in future stages. Most college students are usually in stage five that is identity and role confusion as

highlighted by Erik Erikson. As the join colleges, college student enter into a phase of self-discovery where they try to identify themselves with given behaviour without knowing whether it is expected of them or not. In such a case, they will identify with any influencing behaviour within their circle without evaluating the consequences such behaviours have on their well-being.

Different from Eric Erikson, Sigmund Freud narrates that human personality has three components, which interact to form one personality and hence social behaviour. Freud states that the Id is a personality component present since birth and is the source of all psychic energies (Freud and Freud, 2001). The ego is deals with the reality, it usually regulate and satisfies the needs of the Id while the superego provides guidelines for making judgment. A healthy human personality exists when the superego, Id and the Ego interact and there is a balance. However, whenever the demand of the Id surpasses what the Ego can provide, a person develops an impulsive and uncontrollable personality, which is too demanding and may end making the person to being a criminal. On the other hand, too much regulation of the ego towards the needs of the Id makes a person reserved, tied to rules, and difficult to accept change. An overly dominant superego may make the person to be moralistic or judgmental. It should be noted that the demand of the Id keeps changing and varying depending the environmental and other influences (Freud and Freud, 2001). Unless the ego can provide them accordingly, the personality and indeed social behaviour of a student in college will be influenced negatively to make the student engage in violent behaviour and other delinquencies.

In his social learning theory, Bandura (1977) agrees with Pavlov's Classical Conditioning and Skinner's Operant Conditioning that behaviour in learnt from the environment through observation (Pavlov, 1924; Skinner, 1938). It should be noted according from Bandura literal

work that learning may take place through observation, imitation and modeling either through reinforcement or through punishment to influence the behaviour. According to Bandura, human beings are information processors who evaluate the relationship between their behaviour and its consequences to determine whether the any response is required.

2.3. Empirical review

This section presents a review of literature related to dependent and independent variable. In this case, drug abuse, parenting styles, peer pressure and economic background all influence social behaviour and are independent variables while latter is the dependent variable.

2.3.1. Drug and substance abuse and behaviour change

Shanmugam (2017), LüdkeNardi, Mendes da Cunha, Bizarro, and Dell'Aglio (2012), Jiloha (2009) and Palmeri, (2017) conducted their studies in Malaysia, Brazil, India, and North America respectively with an aim of establishing the relationship between drug abuse and social behaviour. The authors established that, there was a strong relationship between drug abuse and antisocial behaviour. They noted that college going students were prone to engaging in drug and substance abuse, which was practiced in groups that influence the social behaviour of members and non-members. Further, drug and substance abuse influence the normal brain functioning, which in turn hindered many from making sound judgment. Risky sexual and violent behaviour was also common among gangs that were identified with drug and substance abuse.

In Brazil, LüdkeNardi, Mendes da Cunha, Bizarro, and Dell'Aglio (2012) noted that 80% of school-going adolescent were known for alcoholism, cigarettes and other illicit substances, which influenced their behaviour and that of their peers towards risky behaviour. Jiloha (2009) stated that college students with low self-esteem tended to emulate or model the behaviour of those with high self-esteem in this case, finalist learners in an institution. Specifically, learners

admitted to learning institutions usually enlisted or recruited slowly in gangs/groups or formations that identify with unique anti-social behaviour in the college community; for instance, drinking alcohol, betting/gambling, risky sexual behaviour, assaulting, and noise making, among others.

Palmeri (2017) observes that 80% of college students in America institutions of higher learning take at least one alcoholic drink fortnightly. From the aforementioned figure, 40% were binge drunkards. The culture of taking alcohol is inculcated in them a few weeks of college admission and as time goes, they advance from taking alcoholic drinks to "hard" drugs and illicit substances. Through modeling of alcohol and drug abuse behaviour, college students consider it as a normal behaviour, which every student should practice. According to the US Department of Health and Human Services, 400, 000 of college students engage in risky sexual behaviour after consumption of alcohol and other illicit substances. Other antisocial behaviour identified with such a group include vandalism, arson, intimidation, harassment, rowdiness, graffiti, public noise making, and bullying among others.

According to Fauziah, Mohamad, Chong & Manaf (2012) scholars have done little research that showed the relationship between drug abuse and social behaviour. Specifically, the authors conducted a study to establish the relationship between aggression and drug abuse. In their findings, the authors observed that 95% of students who exhibited aggression behaviour had consumed morphine and/or heroin drugs. In their state, these students intimidated others, were rowdy, destructive, and engaged in theft, rape and other related criminal offenses. Clark, Vanyukov, and Cornelius (2002) findings on childhood antisocial behaviour and adolescent alcohol use was in support of Fauziah, Mohamad, Chong &Manaf (2012), the former findings stated that conduct and oppositional disorders associated with antisocial behaviour emanate from

excessive use of drug and illicit substances. In their longitudinal study conducted in Northern Ireland, McCrystal, Higgins and Percy (2007) established that students neighboring a socially disorganized community would always engage in antisocial behaviour, such as drug abuse, theft, rape, vandalism, and related vices. Conventionally, the neighboring community will model the students and from them recruit agents of behaviour change in the learning institution.

2.3.2. Parenting styles and behaviour change

In a study conducted in Ghana, Mensah and Kuranchie (2013) sought to establish the influence of parenting styles on the social development among adolescents. In their findings, the authors revealed that parents who adopted authoritative parenting styles that was based on reasoning, trust, consensus and understanding, their children had pro-social behaviour while parents who adopted authoritarian parenting that was based on threats, force, and punishment, their children developed anti-social behaviour. In the authoritative parenting, the parents groom children under give-and-take, directs and regulate the behaviour of the child but with shared reasoning. The child is given the freedom to do what is right, but there are no strict regulation, which improves self-esteem, and personality of the children. Whenever such a child interacts with others, according to Mensah and Kuranchie (2013), there is a high likelihood that his personality will always remain pro-social.

Relatively, Turner, Chandler, and Heffer (2009) conducted a study in Southwest Universities in North America with an aim of establishing the influence of parenting styles on motivation and students performance. In their findings, the authors established that parents that adopted authoritative parenting influenced positively the academic performance of their children, while parents that adopted authoritative parenting reported that their children performed minimally in

academics. Furthermore, authoritative parenting was associated with improved self-efficacy and motivation, which go hand-in-hand with personality and social behaviour of a college student.

In his literal work, Smith (2006) added that permissive parenting ensured that students develop a strong emotional adjustment, which prevented many from engaging in antisocial behaviour. He noted that fathers' parenting styles had a greater influence on students as compared to mothers' parenting styles. The author agrees with Mensah and Kuranchie (2013), and Turner, Chandler, and Heffer (2009) that authoritative parenting influence pro-social behaviour while authoritarian parenting influence anti-social behaviour.

In a study conducted in Kaimosi Teachers Training College in Western Kenya, Changalwa, Ndurumo, Barasa, and Poipoi (2012) purposed to sought to establish the relationship between parenting styles and alcohol abuse and in their findings, the authors noted that authoritarian parenting had the greatest (56.25%) influence of alcohol abuse on students. Permissive parenting followed authoritative parenting with had the lowest influence on students drug and substance abuse. According to Sharma, Yadava, and Sharma (2011), authoritarian parenting had a high influence on depression and compared to authoritative. These were findings from the study conducted in college students in learning institution in Haryana District in India. According to the authors, depression could be associated with suicide, assault, and other cognitive disorders that impairs normal brain functioning.

2.3.3. Peer pressure and behaviour change

According to Erinisha (2012), the mates someone person chooses to associate with have a great influence on his/her social behaviour. The author notes that as a child grows, he/she tends to spend less time with parent and instead spend more time with friends. Erinisha (2012) adds that peer pressure decreases with age and is more prone in boys as compared to girls. Citing reference

in Bandura's fifth and sixth stages of development, Identity crisis versus role confusion and isolation versus intimacy respectively, there is intense peer influence in the former stage than in the latter (Bandura, 1977). In the formations or groups teens interact, they tend to behave or act in a way that will make them feel acceptable. Conventionally, they will be influenced to behave they would not have behaved in their normal senses and sound mind. In a study conducted in Delta state university about the influence of peer pressure on criminal behaviour, Esiri (2016) revealed that some of the features of peer pressure include group dynamics, peer approval delinquent behaviour, delinquent peer sub-culture, and sanctions for non-conformity. In college group setting, most college students tend to be forced to identify with group norms, culture, behaviour, and practices for fear of sanctions, which include mockery, ridicule, ostracism, assault and mayhem. Unless a student has a high sense of self-control, self-esteem, and individualism, he/she will always be indoctrinated to antisocial behaviour practices.

In terms of gender, McCoy, Dimler, Samuels, and Natsuaki (2017) postulated that boys compared to girls were more susceptible to peer pressure that result to risk taking behaviour and other antisocial behaviour. According to the author, girls have a high ability to make informed judgment compared to boys who have problems of social competence and usually cannot make independent decisions. Girls are able to balance between the needs of group formations, their own expectations, and that of parents/teachers; such ability gives them an upper hand in terms of managing antisocial behaviour influences. Ajidahun (2011) adds on the works of McCoy, Dimler, Samuels, and Natsuaki (2017) and states that most youths spend more time with fellow mates to avoid parental/teacher's supervision. Apart from that, those who look for popularity and intimacy tend to interact more with mates that parents and teachers. Whenever youths identify

with the group more than parents and teachers, they are prone to engage in antisocial behaviour, which according to them is a normal practice.

2.3.4. Parental economic back-ground and behaviour change

Youths and teens who have chronic exposure to financial problems and extreme poverty conditions are at a high risk of engaging in antisocial behaviour according to Russell and Odgers, (2016). The inability by their guardians/parents to provide for them exposes them to the risk of engaging in violent criminal behaviour to cater for their daily living. The culture of engagement in antisocial behaviour does not end at the village level, it is extended to learning institutions especially colleges where these students experience high needs thereby increased demand for money. Whenever students from poor background are admitted in learning institutions, their ability to make individual decisions is hampered by influential students from affluent families most of whom engage in antisocial behaviour (Sheehy-Skeffington and Rea, 2017). Decision-making in any society is determined by the social status of an individual in terms of wealth, and position according to the authors.

As a scholar who delved on the causes on antisocial behaviour, Bisera (2011) established that children who grow up in abject poverty do not perform academically, have low self-esteem and confidence, lack essential skills in life and therefore suffers from a number of social behaviour disorders. Odgers, Donley, Caspi, Bates, and Moffitt (2014) shared the same view with Russell and Odgers, (2016), the author's state that the family background and indeed the surrounding community determine the ability of youths to engage in antisocial behaviour. Notably, low-income boys (but not girls) who boarder an affluent community have a tendency to engaging in antisocial behaviour compared to youths in the same status who do not boarder high-end families or communities.

Gambling and betting among college students has been a topic that has featured in the print and television media for some time, scholars such as Petry, and Gonzalez-Ibanez (2015), Florida Council on Compulsive Gambling (2008), and Educational institutions have shed light on the subject. According to Petry, and Gonzalez-Ibanez (2015), Gambling and Betting are practices common in colleges and Universities especially among the middle and low-economic status students. Most students from poor family background tend to engage in the antisocial practice, which makes them risk school fees, and pocket money to invest in the game, which has mostly disappointed them. Failure for students to get money for betting and gambling has led to many engaging in theft, robberies, extortion, and unnecessary demand from the college administration. In Florida University, Florida Council on Compulsive Gambling (2008) observed that students who engage in betting and gambling are prone to missing classes, contacting the criminal justice system frequently for petty and other criminal offenses. The Council reported that more than 40% of the client's casinos are usually college and university students who engage not only in gambling at the casinos, but also in other antisocial acts in the surrounding environment. According to the report by Reith (2006), conducted about the social impacts of gambling, people who gamble or practice betting usually sustain the practice in an anticipation to recover what they lost, past time, and anticipate changing their economic status.

2.4. Theoretical review

This section presents a review and analysis of theories, ideas, and principles proposed by scholars, which guide this study. Social Learning Theory, and Strain theory was highlighted and principles presented in the theories influenced the development of this study.

2.4.1. Social learning Theory

Born in 1925, in Canada, Albert Bandura is considered the father of behavioural psychology. He defined and expounded human personality in unique ways that his ideas have been shared in various fields including education, military, and business among others subjects (Bandura, 1977). Bandura developed social learning theory, which focuses on learning that takes place in the social context. According to Bandura, learning occurs through imitation, observation, and modeling. The social learning Theory has been a transition between behaviourist and cognitive learning Theories. The rationale behind it is that social learning involves memory, attention, and motivation. Bandura posits that learning occurs observationally through modeling. After observing others, one develops an idea, which is later imitated, copied or mimicked and becomes a guide for action (Bandura, 1969). For learning to take place observationally through modeling, one has to be attentive to grasp and take in information to be learned. Apart from that, the learner has to retain information through coding, symbolic rehearsal, cognitive organization, and motor rehearsal (Bandura & Walters, 1963). After retaining information, it has to be reproduced; images and physical capabilities have to be showcased. It should be noted that for behaviour to be learnt fully, there has to be motivation or a form or encouragement that sustains the behaviour. While studying aggression among adolescent, Bandura noted that behaviour causes the world and that the idea of the world causing behaviour was too simplistic and therefore termed the former as reciprocal determinism (Bandura, 1986).In is study, Bandura the interaction between behaviour, the environment, and psychological processes as the core components of personality.

2.4.2. Strain Theory

Developed by Robert Merton in 1940 during the Second World War when the rate of crime had increased, Strain Theory explained why the level of crime was increasing at that period.

According to Merton, the American culture, which the theory is based, was built on the American Dream (Akers, and Sellers, 2012). The set of meritocratic principles that formed the American Dream guaranteed the public that opportunities and equality was available for all irrespective of gender, class, and ethnicity. Almost everyone was eager to pursue the goal by acquiring wealth through working hard and acquiring knowledge. However, Merton points out that these goals were not attainable to everyone and therefore, individuals or the society was put on strain, which occurred because of gaps between goals and status (Agnew, and Brezina, 2010). Whenever individuals face strain in life, they either conform, innovate, rebel, retreat or perform rituals as ways of adapting to the situation (Merton, 1938).Merton stated that the society usually exert pressure on individuals to behave in given way. For instance, the need to succeed in academics put a strain on learners to adapt by using illegal ways of passing examinations. The economic strain in the society forces individuals to engage in gambling/betting, engage in risky sexual activities, and violent crimes to earn a living.

2.5. Conceptual framework

A conceptual framework is an analytical tool that helps in linking dependent variables to independent variables (Cargan, 2007). It establishes the relationship between variables, indicators, and/or statements that form the basis of topic of discussion.

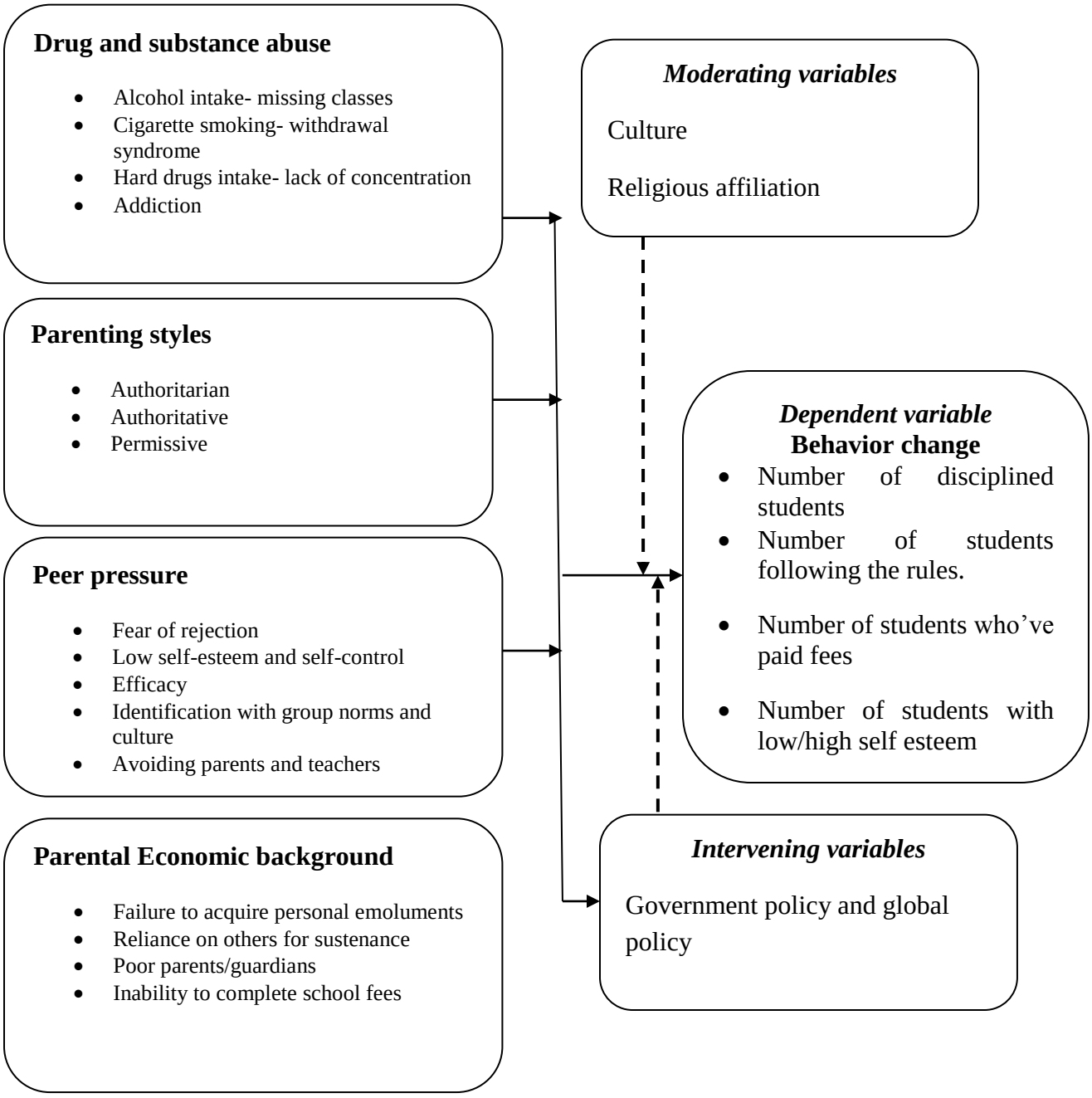
Independent variable causes an independent variable; it is not influenced by any other variable (Burke and Larry, 2010).Based on this study, independent variable include drug and substance abuse, parenting styles, peer pressure, and parental economic background, which cause a change on antisocial behaviour, dependent variable as shown.

Dependent variable is caused by an independent variable(s); it is influenced by the independent variable and hence varies (Burke and Larry, 2010).In this study, dependent variable is behaviour change, which is influenced by independent variables among them drug and substance abuse, parenting styles, peer pressure, and parental economic background.

Moderating variables that do not influence independent variable; however, can influence strength and change the direction of relationship between independent and dependent variable (Rubin, and Babbie, 2009). In this study, moderating variables include school rules and regulations, government policy and the constitution.

Intervening variable provides the mechanism within which an independent variable influence the dependent variable, it is also called mediating variable. (Rubin, and Babbie, 2009). In this case, culture, and religion are intervening variables.

Figure 1: Conceptual Framework



Independent variable (s)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the Research design and methodology adopted for the study. Specifically, the research design used, study location, target population, sample size, and sampling procedure. Research instruments used, pilot study, data collection methods and data analysis techniques feature in the chapter.

3.2. Research design

This study adopted a descriptive survey method, which emphasis on the need by respondents to answer structured questions through interviews or questionnaires. The research design method is highly representative because it considers a huge number of respondents who take part in the study (Creswell, 2014). The research design methods ensure the collection of both qualitative and quantitative data, which makes it reliable, valid, and accurate. Although the research design method is considered inflexible, the researcher may conduct pilot study to check for validity, reliability and adjust where necessary.

3.3. Study location

The study was conducted in Kitale, the headquarters of Trans-Nzoia County located in Western part of Kenya. Kitale lies on the Eastern side of Mount Elgon in the former Rift Valley province, some 380 km North West of Nairobi. Kitale borders Bungoma to the west, UasinGishu and Kakamega to the south, Elgeyo Marakwet to the east, West Pokot to the north and the republic of

Uganda to North West. Trans-Nzoia is estimated to be 2495.5 square kilometers, and with an altitude of 1,828 meters above sea level. The study location was selected because of the increased establishment of colleges and constituent universities popularly called satellite campuses that have seen an increased number of youths and teens populate the area. According to reports from NACADA, Security Agencies, and Non-governmental organizations, there has been an increase in antisocial behaviour in the area. Furthermore, the researcher had a good geographical knowledge of the locale making it advantageous in terms of mitigating logistical and other challenges.

3.4. Target population

The study targeted students at Kitale Medical Training College. According to statistics from the Institution's administration, there were 458 students at the time the study.

Table 1: Target Population

	Male	Female	Total
First years	51	83	134
Second years	36	72	108
Third years	29	65	94
Fourth years	24	47	71
			458

3.5. Sampling procedure and Sample size

According to Mugenda (2008), sampling refers to the process of selecting units or objects from a population such that the selected items contain elements that represent characteristics found in the entire population. In order for the sample to be representative, it should include many units or objects from the population. For the researcher to obtain samples from the target population, he used stratified sampling technique that ensured sampling units with different characteristics are

selected and are included in the sample. The rationale behind the selection of the sampling method was because it gave equal opportunity to sampling units to take part in the study. After classifying the population in layers, the researcher selected samples using random sampling technique, which was non-bias and it ensured reliability and validity (Kothari, 2011).

According to Creswell (2014), sample size refers to the proportion of the population that the researcher considers in a study. Taro Yamane (1967:886) formula was used in determining the population sample size. Sampling units were drawn from the Target population, students at Kenya Medical Training College, KMTC

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

Where: **N** = Population

n= sample size

e=Tolerance at desired level of confidence, (0.05)

n= 210

Table 2: Target Population and Sample Size

	Target Population			Sample size		
	Male	Female	Total	Male	Female	Total
First years	51	83	134	24	39	63
Second years	36	72	108	20	34	54
Third years	29	65	94	20	30	50
Fourth years	24	47	71	18	25	43
Totals			458			210

3.6. Research instruments

Research instruments refer tools of measurement that a researcher uses to collect data for a topic of interest (Cargan, 2007). Structured questionnaires were used as primary methods of collecting data. The rationale behind the selection of the method was that data collected using questionnaire is easy to analyze and therefore make conclusions accurately. The researcher can tailor the questions to match to intended elements under study.

3.7. Pilot study

The researcher conducted a reconnaissance or trial study to familiarize with the area of study and pre-test the research instrument. The essence of pre-testing research instruments was to establish any errors in the structured questions and make any necessary adjustments. Procedurally, the researcher identified a group of the sample size to take part in the pilot study because these sampling units had the same characteristics as that of sample units that took part in the actual study

2.5.1. Validity of research instruments

According to Kothari (2011), validity refers to the ability of a test measure or research instrument to test and give results regarding the research topic. In order for the researcher to test validity of research instruments, the identified sample for pilot study were administered the questionnaire and were given time to respond and return duly filled questionnaires. The researcher then consulted with the supervisor and other departmental team of Lecturers to ascertain the validity of the questionnaires. Feedback given from the team of experts was that the questionnaire was valid and the actual data collection should commence.

2.5.2. Reliability of research instruments

Creswell (2014) define reliability as the ability of a test measure or the research instrument to give consistent results for a given research topic. A reliable research instrument is one that gives almost the same results regardless of the number of times the research is conducted in the same population having the same characteristics. Regarding this study, reliability test was conducted after entering the collected data to SPSS program in order to test Cronbach's Alpha. Cronbach's Alpha value of more than 0.8 was considered high reliability; Cronbach's Alpha value of 0.6-0.79 was considered high, while Cronbach's Alpha value of less than 0.5 was considered low (Rubin and Babbie, 2010).

3.8. Data collection procedure

After undertaking a pilot study and instruments were considered reliable and valid, the researcher went ahead to collect actual data to be used in analysis and thereafter make conclusions. Data was collected by administering the questionnaires to respondents who responded to them and returned them to the researcher. This was followed by checking errors of commission and omission before coding. Data coding entailed the assignment of numbering the questionnaires in preparation for data entry.

3.9. Data analysis technique

Before data was analyzed, it was entered in a Statistical Package for Social Science. After data was analyzed descriptive statistics that was given in terms of, frequencies and percent percentageages were used in presenting results. Findings were presented in tables other than charts because tabulated data is easy to interpret and understand. Findings, interpretation, discussion, conclusion, and recommendation featured in the subsequent chapters.

3.10. Ethical considerations

In order to adhere to the code of conduct of research profession, an approval was given from the University of Nairobi, which was used to acquire a research permit from NACOSTI. Authorization letters from the County Director of Education, and County Commissioner were also necessary and therefore acquired. Before data collection, the researcher sought the consent of the respondents, and they were informed about the privacy of the information they would give. Respondents were also informed that data given was for the purpose of research and that it was not meant to victimize or incriminate anyone.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND DISCUSSION.

4.1. Introduction

This section presents response rate, reliability results, research findings related to demographic characteristics, and findings related to research objectives. Further, discussion based on the findings featured in this study.

4.2. Response rate

In chapter three, the study considered 210 sampling units, which were considered for data collection. All the respondents considered to take part in the study responded to the questions in the questionnaire and returned them to the researcher. Therefore, the response rate was 100%.

4.3. Reliability result

Table 3: Reliability test result

Reliability Statistics

Cronbach's Alpha	N of Items
.837	17

Findings in table 3 indicate that reliability of the research instrument was 0.837. According to Rubin and Babbie (2010), reliability value of more than 0.8 is considered very high and could yield consistent results if the instrument it used several times to collect information on the same population. Accordingly, the research instrument used in this study could yield results, which are 83.7% consistent even if the instrument could be used severally.

4.4. Findings related to demographic characteristics of respondents

This section presents findings related to demographic characteristics of respondents

Table 4: Findings related to demographic characteristics of respondents

Characteristics	Frequency	Percent %age
Gender		
Male	82	39.0
Female	128	61.0
Age Bracket		
Below 20 years	7	3.3
20-24 years	131	62.3
25-29 years	60	28.6
30-34 years	9	4.3
Above 35 years	3	1.4
Level of education		
None	26	12.4
Primary	51	24.3
Secondary	121	57.6
Tertiary institutions	12	5.7

In table 4, it is evident that out of 210 respondents, 128 were female while 82 were male. In terms of age bracket, 131 respondents who accounted for 62.3% indicated that their age bracket was 20-24 years while 60 respondents indicated that their age bracket was 25-29 years. In another case, 9, 7 and 3 respondents stated that their age bracket was 30-34 years, below 20 years and above 35 years respectively. In terms of level of education attained by parents/guardians, 121 respondents stated that their parents attained secondary education qualification while 51, 26, and 12 stated that their parents attained primary, none, and tertiary education respectively. Different from that was a group of 175 respondents who stated that their estimated upkeep per block was less than Ksh. 1,500.

Table 5: Findings related to parental economic status of respondents

	Frequency	Percent %
Estimated upkeep per block		
Less than Kshs. 1,500	175	83.3
Kshs. 1,501-3,000	21	10.0
Kshs. 3,001-4,500	10	4.8
Over Kshs. 4,501	4	1.9
Who pays college fees		
Parent/guardian	111	52.8
Government/institutions	38	18.1
Well-wishers	39	18.6
Others	22	10.5
Who facilitates you out of pocket		
Parent/guardian	75	35.7
Friends	60	28.6
Relatives	30	14.3
Others	45	21.4
Is out of pocket enough		
Yes	40	19.0
No	170	81.0

In findings presented in table 5, it is evident that out of 210 respondents, 175 who accounted for 83.3% stated that their estimated upkeep per block was less than Kshs. 1,500 while 21, 10, and 4 respondents indicated that their estimated upkeep per block was Kshs. 1,501-3,000, Kshs. 3,001-4,500, and Over Kshs. 4,501 respectively. In terms of college fees payment, 111 respondents stated that parents/guardians paid their college fees. On the same note, 39. 38 and 22 respondents stated that well-wishers, government/institutions and other parties pay for their college fees. Based on the inquiry related facilitation of out of pocket, 75, 60, 30, and 45 respondents stated that parents/guardians, relatives and other parties respectively facilitate students out of pocket for students. However, 170 respondents indicated that they did not have enough pocket money while 40 respondents stated that they had enough pocket money.

4.5. Findings related to research objectives

This section presents results that relate to research objectives, notably, findings that relate to parenting styles, drug abuse, peer pressure and parental economic background and their influence on behaviour change.

2.5.3. Parenting styles and behaviour change.

Table 6: Communications with parents

Extent to which respondents agreed that communication with parents is good	Frequency	Percent %
Strongly agree	59	28.0
Agree	70	33.3
Undecided	3	1.4
Disagree	11	5.2
Strongly disagree	67	31.9
TOTAL	210	100

According to the findings in table 6, 70 and 67 out of 210 of the respondents agreed and strongly disagreed respectively that the extent to which respondents' communication with parents was good. In another case, 59, 11, and 3 respondents strongly agreed, disagreed, and were undecided respectively that communication with parents was good. The findings in table 6 indicated that on average, 61% of the students stated that communication was good while 39% stated that communication with parents was not good.

Table 7: Extent to which parents advised you

Extent to which parents correctly advised you	Frequency	Percent %
Very great extent	22	10.5
Great Extent	38	18.1
Moderate extent	60	29.6
Low extent	90	42.8
TOTAL	210	100

In table 7, it is evident that the majority of respondents stated that their parents did little in terms of providing emotional and psychological support. Notably, 90 and 60 respondents stated that the extent to which parents provided correct advice was low extent and moderate extent respectively. The remaining 38 and 22 respondents stated contrary, parents provided advice at a great extent and very great extent respectively.

Table 8: Behaviour modification

Form of behaviour modification adopted by parents during childhood	Frequency	Percent %
Physical punishment	98	46.6
Guiding and counseling	42	20.0
Did not do anything	79	37.6
Total	210	100.0

Out of 210 respondents who took part in the study, 98 stated that parents used physical punishment to regulate behaviour during their childhood time. Still on the same, 79 respondents, which represent 37.6%, indicated that their parents did not do anything. Further 42 respondents, which represent 20.0 % of the total number of respondents, indicated that their parents used guiding and counseling to modify their behaviour during their childhood period.

2.5.4. Drug and substance abuse on behaviour change.

Table 9: Consumption of Drugs and illicit substances in college

Do you think drug and illicit substances are used in college	Frequency	Percent %
Yes	135	64.3
No	75	35.7
Total	210	100.0

Findings in table 9 indicate that 135 respondents who represent 64.3% of the respondents who took part in the study stated that drugs and illicit substances were used in KMTC Kitale campus while 75 respondents, which represent 35.7%, stated that drugs and illicit substances were not used in KMTC Kitale campus.

Table 10: Drugs and substance abuse and risky behaviour among students

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Drug and substance abuse has influenced risky sexual behaviour among students	113	53.8	45	21.4	0	0	23	11.0	29	13.8
Drug and substances abuse influence aggressive behaviour among student	109	51.9	48	22.8	0	0	33	15.7	20	9.5
Total	210	100	210	100	210	100	210	100	210	100

In table 10, majority of students, (113, and 45) strongly agreed and agreed respectively that drug abuse influenced risky sexual behaviour among students. On the other hand, 29 and 23 students strongly disagreed and disagreed respectively that drug and substance abuse influenced risky

sexual behaviour among students. In another case, 109 students who accounted for 51.9% of students (the majority) stated that drug and substance abuse influenced aggressive behaviour among students. Out of 210 students who took part in the study, 48 of them, which represent 22.8% of respondents, agreed that drugs and substance abuse influenced aggressive behaviour among students. Different from that was a group of 33 and 20 students who represented 15.7% and 9.5% disagreed and strongly disagreed that drug and substance abuse influenced aggressive behaviour among students in KMTC Kitale campus.

2.5.5. Peer pressure and behaviour change

Table 11: Believing in oneself, self-esteem (self worth)

To what extent do you believe in yourself, extent of your worthiness	Frequency	Percent % %
Very great extent	26	12.3
Great extent	31	14.8
Moderate extent	75	35.7
Low extent	76	36.2
No extent at all	2	1.0
Total	210	100

According to findings in table 11, 76 and 75 of the respondents stated that there was a moderate extent and low extent respectively to which they believed in themselves. This indicated that their self-esteem was relatively low compared to a rational human being, which is supposed to be high to ensure accurate self-decision. In another case, 31, 26, and 2 respondents stated that there was great extent, very great extent and no extent at all respectively to which they believed in themselves.

Table 12: Belonging to social formations

Do you belong to any social formations/group in your college	Frequency	Percent %
Yes	164	78.1
No	46	21.9
Total	210	100

In table 12, 164 respondents stated that they belonged to social formations/groups in college while 46 respondents indicated that they did not belong to social formations.

Table 13: Believing and considering ideas and opinions of others

To what extent have you believed and considered the ideas, opinions, and actions of your friends?	Frequency	Percent %
Very great extent	90	42.9
Great extent	60	28.6
Moderate extent	40	19.0
Low extent	15	7.1
No extent at all	5	2.4
Total	210	100

According to table 13, 42.9% of respondents who took part in the study (90 students) stated that there was very great extent to which they believed and considered ideas, opinions, and actions of their friends. Out of 210 respondents, 60 who stated that there was a great extent to which they believed and considered ideas, opinions, and actions of their friends gave similar to those views. The remaining 15 and 5 respondents stated that there was a low extent and no extent at all respectively to which they believed and considered ideas, opinions, and actions of their friends.

Table 14: Relationship between peer pressure and risky behaviour

Statements	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Peer pressure has been the cause of aggression among students	98	46.6	64	30.5	2	0.9	30	15.7	16	7.6
Peer pressure has forced many into risky sexual behaviour, robbery, alcoholism and other antisocial behaviour	80	38.1	63	30.0	1	0.5	31	14.8	15	7.1

In the findings presented in table 14, 98 respondents who accounted for 46.6% of the respondents who took part in the study strongly agreed that peer pressure influenced aggression among students. Following this was a group of 64 respondents who agreed that pressure influenced aggression among students in KMTC Kitale campus. Out of 210 respondents, 30, 16, and 2 disagreed, strongly disagreed, and were undecided respectively that peer pressure influenced aggression among students. In another case, 80 and 63 respondents who were the majority strongly agreed and agreed respectively that peer pressure forced many students into risky sexual behaviour, robbery, alcoholism and other antisocial behaviour. The remaining 31, 15 and 1 respondent disagreed, strongly disagreed, and were undecided that peer pressure forced many students into risky sexual behaviour, robbery, alcoholism and other risky behaviour.

2.5.6. Parental economic background and behaviour

Table 15: Affordability of family basic needs

Which need can your family afford comfortably	Frequency	Percent %
Education	32	15.2
Food	108	51.4
Medical insurance services	10	4.8
Clothing	60	28.6
Total	210	100

Table 15 presents findings related to ability of respondent's family to afford family basic needs. Out of 210 respondents, 108, 60, 32, and 10 indicated that their families could afford food, clothing, education, and medical insurance services comfortably respectively.

Table 16: Parents estimated level of income per month

What is the estimated income of your parents/guardian?	Frequency	Percent %
Less than Kshs. 6,000	35	16.7
Kshs. 6,000-15,000	68	32.4
Kshs. 15,001-23,000	62	29.5
Kshs. 23,001-32,000	27	12.9
Above Kshs. 32,001	18	8.6
Total	210	100

In table 16, it is clear that the majority of respondent's parents earn a monthly income of less than Ksh. 23,000 per month. Specifically, 68, 62, and 37 of respondents indicated that their parents earn a monthly income from Kshs. 6,000-15,000, Kshs. 15,001-23,000 and less than Kshs. 6,000 respectively, this accounted for an average of 79% of the total number of

respondents. The remaining 27 and 18 respondents stated that their parents earned a monthly income from Kshs. 23,001-32,000 and above Kshs. 32,001 respectively.

4.6. Discussion

Parenting styles and behaviour change.

The objective of this study was to establish the influence of parenting styles, drug abuse, peer pressure, and parental economic background on behaviour change of students in KMTC Kitale Campus, in Trans Nzoia County. Relative to that, findings in table 7 indicated that most parents neglected their children by failing to give them necessary advice that would modify their behaviour. Some of the parents as highlighted in table 5 advised their children moderately; an indication that they were not much concerned about the behaviour change of their children and for that reason, such neglecting style of parenting influenced behaviour change of students as presented by the majority of students in table 10 and 14. In table 6, 46.6% of respondents indicated that their parents used physical punishment to modify their behaviour at childhood, a move that influenced antisocial behaviour related to aggression, drug abuse, and other risky juvenile delinquencies as presented by the majority of respondents in table 9, 10, and 14.

A study conducted by Mensah & Kuranchie (2013) with an aim of establishing the influence of parenting styles on social development established that parents who adopted authoritative parenting styles characterized by consensus, trust, love, understanding and reasoning resulted in prosocial behaviour among children while parents that adopted authoritarian parenting styles based on force, command and physical punishment resulted in antisocial behaviour among children. Findings by Mensah & Kuranchie (2013) coincide with findings of this study, which established that the majority of parents used physical punishments, and neglected their children in terms of not giving them necessary advise and this resulted to antisocial behaviour as

highlighted in table 9, 10, and 14. Steinberg et. Al (1993) further agrees with the findings of this research, by saying that that authoritative parenting style characterized by love, consensus and understanding was the most effective parenting style. Baumrind (1991) too points at authoritative parenting style as the most recommended. Children brought up in the environment of authoritative parenting style grow up to be socially balanced citizens and not misfits. In a study done by Njendu, Peter (2015), the findings on the role played by the parents in shaping the behaviour of the children supports the findings of this study. That the support children receive from family is vital in shaping who they actually become. It is Sigmund Freud who asserted authoritatively that the personality of the individually is shaped by the childhood upbringing. Freud further suggests that an adult's behaviour or character reflects his childhood upbringing. Bisera (2011) further add that love, good care, warmth, being accepted among others contributed in behaviour change of the young adults. Students with good balanced parental support did not involve themselves in deviant behaviour. Steinberg, et.al. (1992). Those students who did not get good family support were found in deviant behaviour. Parental support is very vital in shaping the students behaviour. Students who get the help and direction of parents are least likely to deviate in character as opposed to the children who lack the same. (Ajidahun, O. B. 2011).

Drug and substance abuse and behaviour change.

In table 9, it is evident that drug and illicit substances abuse was common among college students and this aggravated chances within which students engaged in antisocial behaviour. In table 10, the majority of students indicated that drug and illicit substance abuse influenced risky sexual behaviour, violent crimes, and other related antisocial behaviour. The rationale behind the increase in drug abuse among college students is frustration, stress, peer pressure, burnout from

work and lack of enough security, which exposes students to introduction and addiction to drug and substance abuse. According to Sdorow (1993), Albert Bandura came up with a reciprocal determinism as an explanation of the overt behaviour among the college students. He believes that there is mutual influence of a person's behaviour, his characteristics, and the situation he finds himself or herself. Outgoing students who have bad character when they find themselves in a situation where there are others are abusing drugs they will take drugs too. Children who came to school and have bad behaviour will join the drugs and substance abuse group definitely. These kids lack social skills and hence they easily engage in drugs abuse.

Sdorow (1993) further quotes Freud, in his psychoanalytic therapy, on the EDM (ego defense mechanisms) to explain why a bi percentage of students engage in drugs. He says that students suffering from stress, burnout, insecurity and other unfinished business resort to abusing drugs like marijuana, cocaine, heroin, and most recently a drug call raid. They take drugs to relieve themselves from these stressors, which indeed is a short-term mechanism. Freud calls in ego defense mechanism because it hides the individual from facing the real issues.

Bahati, Nyemara & Muganga (2015) in their study that sought to determine factors influencing drug and substance abuse among university students in Uganda indicated that most students engage in drug abuse because of excitement, addiction, and easy access but end up engaging in theft, rape, night clubbing, and fighting among other antisocial behaviours. The rationale behind engagement in drug and substance abuse is stress associated with learning, clearance, examinations, policies, and their institutions. Relative to the findings by Bahati Et al (2015), findings of this study also revealed that engagement in drug and substance abuse led to engagement in risky sexual behaviour, aggression, and other violent crimes common among college students. The percentage of students who engaged in drugs and substance abuse was

more than 0ver 60% whilst that of the use who engaged in aggressive behaviour was 75% compared to that of those who engaged in risky sexual behaviour after taking drugs was 74%. The findings of this study prove that students on drugs could not resist the change of behaviour from law abiding to violent, alcoholics, robbers, night clubbers, and probably rapists. This behaviour change is directly attributed to the drugs intake, according the finding of this study.

Peer pressure and behaviour change.

Findings presented in table 11 indicated that the majority of students had low self-esteem, which according to Kalat (2016) contributes largely to engagement in antisocial behaviour. Self esteem is the value one ascribes to himself or herself. It could be either positive or negative. Students with low self esteem end up engaging delinquency/negative behaviour in table 12, 78.1% of the respondents indicated that they belonged to social formations/groups in their learning institution. Belonging to social groupings encourages crowd behaviour, which is not self-consciously determined as opposed to individual behaviour. Atwoli, et Al (2011) Students go by the group identity, which forces them to act, think and live like the group demanded. Findings in table 13 showed that the majority of students believed and considered views, opinions, actions, and practices done by their friends and in such circumstances, students are prone to influences, which might force them to engage in antisocial behaviour unconsciously. Results presented in table 14 indicated the relationship between peer pressure and aggression, risky sexual behaviour, and alcoholism. In this case, majority of students revealed that peer pressure was highly associated with the aforementioned antisocial behaviour.

According to findings presented by McCoy, Dimler, Samuels, & Natsuaki (2017) which sought to determine the adolescent susceptibility to peer pressure, adolescents who belong to social

groups pledge loyalty to such social formations, which influence their beliefs, norms, culture, and practices. More girls than boys are influenced by social groupings because their loyalty to social formations is high compared to that of boys. Considering that, this study in table 2 indicated that the respondents who took part in the study majority were comprised of girls, and then antisocial behaviour among students was poised to increase. According to psychologist, Erick Erickson (1980), in his psychosocial theory of child growth and development says this adolescent stage is one that children seek to learn their identity from one another and not their parents. As such, they tend to create an image of whom they are and who they should be from their peers. God forbid if their peers are wayward, since that is what they will learn and adopt. That is why the youths in college are more vulnerable as most if not all are adolescents. Esiri (2016)

According to Erick Erickson, they go through a developmental crisis called identity crisis and role confusion. They ask themselves questions like, who am I? Where did I come from? Who are my parents? In an effort to answer these questions, they move towards their peers for answers. It is at this point they get to the wrong groups, learn, and model their peers'

Behaviour be it wrong or right. According Russell and Odgers, (2016), a presence of guiding and counseling programme in college can help mitigate this crisis. In addition, a good parenting background will stop any wayward affiliations. Children from authoritative parents will definitely not be swayed into wrong groupings. They have been taught love and affirmations. They have a high self-image and are not easily swayed by others. They are assertive and have developed mature social skills in communications. Peer counseling programme is a real cure to this issue. Poipoi et al (2014) as mentioned earlier peer pressure comes from a poor self-concept. This involves a poor self-image, self-esteem, and ideal self. Since self-concept involves all a

person thinks of themselves, then it is imperative that it determines their behaviour. Counseling always helps the person to have feedback of their strengths and weaknesses. Adolescents know their bodies are everything. If they their perception of their body image is low, they come to the college with a low self-esteem. They should be supported to enhance their body and live with what can't be changed. Peers always take advantage of an adolescent who does not have self-esteem. It is said self-esteem is like a price tag, `the lower it's the lower the world looks upon you, that's what you will exhibit to the world, and then the world will send it back to you. In peer pressure, students with a low self-esteem bully others, are very defensive, they withdraw, rebel, want attention from others, and are revengeful individuals. Peer counseling can help these students reform and improve their self concept to be more realistic by receiving more feedback from others and teachers which creates self awareness. It is the self awareness that makes us more stable emotional beings. More emotional intelligence, which makes us safe from indulgence to issues of peer pressure.

Parental economic background of the family

In table 15, the majority of respondents (108 and 60) could afford food and clothing comfortably respectively. Even so, 15.2% of the total population that took part in the study indicated they could afford education comfortably. Such findings were supported by results in table 16 where over 75% of the respondents indicated that their parents earned less than Ksh. 23,000 per month, which might not be enough to cater for basic needs and support students' upkeep in college. This indicated that the majority of respondents were from low economic backgrounds that could not afford all basic needs comfortably hence exposing students to peer influences and engagement in

antisocial behaviour to cushion them from financial problem. Findings in table 4 indicated that the majority of students are not facilitated with enough out of pocket and some of them receive out of pocket from friends and other people who could influence them into engaging in antisocial behaviour in order to sustain their living in college.

In Isife & Ogakwu's (2017) study that purposed to establish determinants of selected antisocial behaviour among selected universities in Enugu Metropolis South East Nigeria, it was established that parents' satisfaction and level of income influenced students' ability to engage in antisocial behaviour. Notably, parents earning low incomes that do not satisfy their needs results in students (children) who engage in antisocial behaviour because of frustration, and low self-esteem. Relative to this study, as reported students, the majority of parents earned lowly and lived frustrated lives that could not allow them to up bring their children using authoritative parenting styles, but adopted authoritarian parenting styles because of frustration in life, which prompted their children to be antisocial. Brennan (2009) Children from a poor background will definitely get in a wrong grouping because they have no power to say no to peer pressure.

Students from the rich parents will always influence those from poor backgrounds. Students from the poor parental economic background are so vulnerable. Issues like level of education, amount of income, the kind of house the family lives speak towards economic background. Like in the findings, more than half the respondents cannot afford the fees let alone the other costs like out of the pocket. Medical insurance and If it's a lady getting help, which they always do, it's from a 'sponsor' (a person who befriends the youngster with a view of helping her/him financially but abusing him/her sexually.) the rise of this sponsor phenomenon has spread quite fast because it's been encouraged by this colleges being set up in the counties. A girl befriends an elderly person as long as the person can offer them financial support. The life of this girls or boys is spoilt.

They may never live a morally upright life anymore since they began relating with wrong people for wrong reasons. (Baumrind, D. 1991a).

Young people always want to belong to a class of rich and stable families. They want a class and status that is not low. In an effort to attain status, they involuntarily join their friends who have a status. People with money may not necessarily be good to emulate.

According to Bolby (2013), there are neglecting parenting style which is characterized by the parent not attending to the child. No love and no support nor supervision. The child grows up to become a good for nothing idiot full of antisocial behavior. The next parenting style is pampering/over-indulgence parenting style. In this style of parenting the parent over-protects the child, gives too much love for the child and definitely this produces a college student who has no boundaries of time, resources and everything. He will always be a drunkard or drug addict. The third parenting style is authoritarian parenting style. It involves the two tough laws, physical punishment, and no understanding at all. Children grow up minus love and with a form of rejection because nobody listens to them. All factors held constant the student becomes violent too. Finally, according to Steinberg (2000), Authoritative parenting style is the most recommended. Unlike the authoritarian parenting style, authoritative parenting style involves affirmations, love, understanding, and authority. These children grow up to respect both boundaries and to embrace love and authority. This is the model adopted in the peer counseling programme in schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. Introduction

This chapter presents summary of findings relative to each objective, conclusion arrived at as related to findings and recommendations. Recommendations involved policy implication and recommendations based on further studies.

5.2. Summary of major findings

This section presents a synopsis of the findings for every objective

2.5.7. Parenting styles and behaviour change

According to the study, averagely 72% of the students indicated that their parents did not advise them as expected; there extent to which parents advised children was below expectation. Out of 210 respondents, 46.6% (98 respondents) and 37.6% (79 respondents) stated that their parents adopted the use of physical punishment and neglected them as ways of behaviour modification. In so doing, their children developed an aggressive attitude, which changed their behaviour into antisocial behaviour. Authoritative parenting style was found to influence the students positively into law abiding and productive students in the college.

2.5.8. Drug and substance abuse on behaviour change

An estimated 64.3% of respondents stated that there was drug and substance abuse in college. Different from that was a group of 75% of respondents who stated that drug and substance abuse influenced risky sexual behaviour among college students, which would expose them to Sexually Transmitted Infection, and unwanted pregnancy. Further, 74% indicated that drug and substance

abuse influenced aggressive behaviour such as fighting, spanking, shouting, and use of abusive language.

2.5.9. Peer pressure and behaviour change

According to the findings presented by the study, it was evident from 72% of respondents who accepted that they had a low self-esteem; they did not considered themselves worthy. On average, 78% of respondents indicated that they paid allegiance to given social groups/formations. Apart from that, an estimated 71.5% of respondents stated that they believed in opinions, views, practices, and actions of others as opposed to their own. Loyalty to beliefs norms and practices of the groups prompt members with low self-esteem, to modify their personality into antisocial behaviour as learnt from the group. This was observed to be a negative behaviour change attributed largely to peer pressure.

2.5.10. Parental economic background and behaviour change

From the findings presented by the study, 15.2% of respondents indicated that their parents could afford education comfortably. In the same study, 51.4% of the respondents stated that their parents could afford food comfortably. Out of the 210 respondents, 49.1% (almost a half) stated that their parents earned less than Ksh. 15,000 per month. Different from that was a group 105 respondent (50%) who stated that friends and other people facilitated their out of pocket. Such friends and confidants could influence the behaviour of students negatively. Parental economic background has a correlation to the behaviour of their children in college. Children without key financial support could want to fill the missing gaps by getting friends who have their support regardless of their behaviour traits.

5.3. Conclusion

From the study, it was established that most parents adopted authoritarian and neglecting parenting styles, which are characterized by use of force, command, law enforcement, and tough language as ways of behaviour modification. The presence of antisocial behaviour among students in colleges would be attributed to these poor parenting styles. Parents are to shoulder some responsibility to what we are currently seeing in the colleges especially in KMTC (the antisocial behaviour.

The practice of drug and substance abuse in colleges is rampant because of ease of access, permissive society, stress related environment, low economic status of the family, and peer pressure. The management in colleges and parents are aware of the practice of drug and substance abuse, but they choose to be liberal. The use of drugs and illicit substances in institutions of higher learning is a form of stress management because institutions lack a functional and trustworthy guiding and counseling department.

Students from low economic background are prone to peer pressure because of low self-esteem. Most learners in colleges belong social formations, which largely influence the personality and behaviour of members negatively. Most of the groupings are based on negative beliefs aimed at going against the college management.

Lack of enough money to support the upkeep of students in colleges is a reason why students engage in antisocial behaviour gotten from those who provide the deficit. Illiterate parents lack of information needed to modify behaviour of the children hence expose them to antisocial behaviour. The same group of parents fails to cater for the needs such as food, and clothing of the children at admitted at colleges hence exposing students to bad company, which corrupts

good morals. The Ministry of Health in collaboration with Non-Governmental Organizations should consider motivating students attending to patients in medical facilities. The practice of rewarding them with a stipend to motivate them will be a good thing.

5.4. Recommendations

2.5.11. Policy implications

The Government through relevant ministries in partnership with other institutions should sensitize and educate parents as a way of changing their understanding and knowledge of parenting styles with an aim of helping them adopt the authoritative styles and not authoritarian styles.

Government security agencies should collaborate with Colleges to ensure that drugs and illicit substances are not readily accessible to students in institutions of higher learning. The illegal trade of drug trafficking should be stopped through the enforcement of strict laws and associated penalties in order to reduce their supply. The researcher suggests that the national government works hand in hand work the county government of Trans Nzoia in conjunction with the neighboring Uganda government to deal with the illicit border drug trafficking. Apart from the punishment to deter the use of drugs, the researcher suggestion a campaign that is well organized and planned to inform students of the side effects of the drug abuse. There is a drugs and substance abuse addict's rehabilitation programme that should be put in place in all public hospitals and KMTCs to help recover the affected students in the colleges.

A peer-counseling programme should be put in place in all KMTC's. This is a programme that trains students to help other students to deal with all emotional, social and psychological issues. Students come from home with family related stressors, eg. Grief, divorced parents, broken

family, poverty among others. Other issues they acquire them in the institution. They require debriefing and the peers can handle it very well.

Social formations in learning institutions should be made to positively influence the behaviour of learners; for instance improve academic achievement for weak learners. The management of learning institutions should establish functional guiding and counseling systems to help in addressing social, emotional, and psychological problems of students. Students should be subjected to at least eight personal therapy sessions before they are released for graduation and into the hospitals to help others. This will mitigate any psychological disorders, traumas and unfinished businesses in their lives coming up during their service delivery in their respective hospitals. The government put all health workers to psychological counseling that is continuous or periodic, owing to the kind of trauma they go through in the line of duty. This will help deal with drugs and substance abuse among health workers.

Government should come up with a fully operational guidance and counseling department in all colleges.

The Kenya Medical Training College should come up with subsidized meals to help the students from poor backgrounds. The researcher too suggests that the government of Kenya provide full loan to students that covers accommodation, meals and tuition to needy and qualified students. This loan should also cater for the eight therapy sessions within eight weeks prior to their graduation.

2.5.12. Recommendations for further research

Scholars should consider determining other factors that influence behaviour change apart from parenting styles, drug abuse, peer pressure, and parental economic background. Notably, they should consider researching on influence of culture shock, politics, tribalism, corruption, betting and technology, money on behaviour change among students.

More research on factors influencing school arson in schools. It can be census carried by scholars in each county then data analyzed centrally and finding be published to inform government on decision and policy on the ministry of education.

Factors influencing violence in Kenyan elections. Be done too as a census.

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APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

Dear Respondent,

RE: REQUEST TO TAKE PART IN DATA COLLECTION

I am a student at University of Nairobi pursuing a Masters of A in Project Planning and Management. As a requirement, I am required to carry out a research on "**Factors influencing behaviour change of college students, A Case of Kenya Medical Training College, Trans Nzoia County, Kenya"** The purpose of this letter is to request you to take part in data collection. Data collected is meant for academic purpose and will not be shared or be used in any other purpose. Furthermore, your identity will not be revealed as you will not give identification details anywhere on the research instrument. Attached with this research introductory letter is the questionnaire and research permit and other authorization letters.

Thanking you in advance

Yours faithfully,

MASINDANO JACKSON SIKUKU

APPENDIX II: QUESTIONNAIRE

Instructions: *Kindly respond to the following questions by ticking √ or utilizing the space provided. Do not write your name or identify yourself anywhere in the questionnaire. Your honest response will be appreciated.*

Section A: Demographic data

1. Gender

Male [ ]

Female [ ]

2. Age bracket

Less than 20 years [ ]

20-24 years [ ]

25-29 years [ ]

30-34 years [ ]

Above 35 years [ ]

3. What is your estimated upkeep per block?

Less than Kshs. 1,500 [ ]

Kshs. 1,501-3,000 [ ]

Kshs. 3,001-4,500 [ ]

Over Kshs. 4,501 [ ]

4. Who pays your college fees?

Parent/guardian [ ]

Government/institutions [ ]

Well-wishers [ ]

Others, specify……..

5. Who supports you by facilitating you with out of pocket?

Parent/guardian [ ]

Friends [ ]

Relatives [ ]

Others, specify…….

6. Is the out of pocket enough for the entire block?

Yes [ ] No [ ]

Section B: Study objectives

Parenting styles and behaviour change

7. Do what extent do you agree that your communication with your parents is healthy/good?

Strongly Agree [ ] Agree [ ] Undecided [ ] Disagreed [ ] Strongly Disagreed [ ]

8. In your own understanding, to what extent do you think your parents/guardian advice you right when you go wrong?

Very Great Extent [ ]

Great Extent [ ]

Moderate Extent [ ]

Low Extent [ ]

No Extent at all [ ]

9. Which form of behaviour modification did your parents adopt to regulate your behaviour while you were young?

Physical punishment [ ]

Guarding and counseling [ ]

Did not do anything [ ]

10. How often does your parent/guardian respond to your emotional needs?

Sometimes [ ]

Regularly [ ]

Never [ ]

Drug and substance abuse and behaviour change

11. Do think drugs and illicit substances are being abused in your college?

Yes [ ] No [ ]

12. Respond to the following students as they apply to drug abuse and ant-social behaviour

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Drug and substance abuse has influenced risky sexual behaviour among students					
Drug and substances abuse influence aggressive behaviour among student					

Peer pressure and behaviour change

13. To what extent do you believe in yourself, extent of your worthiness?

Very great extent [ ]

Great extent [ ]

Moderate extent [ ]

Low extent [ ]

No extent at all [ ]

14. Do you belong to any social formations/group in your college?

Yes [ ] No [ ]

15. To what extent have you believed and considered the ideas, opinions, and actions of your friends?

Very great extent [ ]

Great extent [ ]

Moderate extent [ ]

Low extent [ ]

No extent at all [ ]

16. Respond to the following students as they apply to peer pressure and antisocial behaviour

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Peer pressure has been the cause of aggression among students					
Peer pressure has forced many into risky sexual behaviour, robbery, alcoholism and other antisocial behaviour					
Peer pressure has influenced students achievements of students					

Parental economic background and behaviour change

17. What is the level of education attained by your parents?

Did not go to school [ ]

Primary [ ]

Secondary [ ]

Middle level college [ ]

University [ ]

18. What is the estimated income of your parents/guardian?

Less than Kshs. 6,000 [ ]

Kshs. 6,000-15,000 [ ]

Kshs. 15,001-23,000 [ ]

Kshs. 23,001-32,000 [ ]

Above Kshs. 32,001 [ ]

19. What is the nature of your family house you reside?

Self-contained permanent family house [ ]

Semi-permanent family house [ ]

House with mud walls and iron sheet roof [ ]

20. Who owns the house your family resides?

Family owned house [ ]

Landlord [ ]

Other, specify……..

21. Which of the following basic needs can your family access comfortably? You can select **more than one**

Education [ ]

Food [ ]

Medical insurance services [ ]

Clothing [ ]

APPENDIX III: RESEARCH PERMIT.

THIS IS TO CERTIFY THAT:
MR. JACKSON SIKUKU MASINDANO
of UNIVERSITY OF NAIROBI , 4380-30200 KITALE,has been permitted to conduct research in *Transnzoia County*

on the topic: *FACTORS INFLUENCING SOCIAL DEVELOPMENT OF STUDENTS IN KENYA MEDICAL TRAINING COLLEGE, IN KITALE, KENYA.*

for the period ending:
18th July,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/23264/18284
Date Of Issue : 18th July,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation

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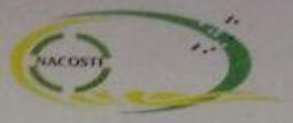
RESEARCH CLEARANCE PERMIT

Serial No.A 15022

CONDITIONS: see back page



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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9th Floor, Utalii House
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P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/23264/18284**

Date: **18th July, 2017**

Jackson Sikuku Masindano
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing social development of students in Kenya Medical Training College, in Kitale, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for the period ending **18th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

THE PRESIDENCY

Telephone: 054 – 30020
Fax No: 054 – **30030**

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O BOX 11 - 30200
KITALE

E-mail: cctransnzoiacounty@yahoo.com
When replying please quote

TNZC/CONF/ED.12/2/VOL.II/241 8th January, 2018

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION

This is to inform you that **Jackson Sikuku Masindano** of **University of Nairobi** has been authorized by National Commission for Science, Technology and Innovation to carry out research on **"Factors influencing social development of students in Kenya Medical Training College, in Kitale, Trans – Nzoia County"** for the period ending **18th July, 2018.**

Kindly accord him the necessary assistance he may require.

COUNTY COMMISSIONER
TRANS-NZOIA COUNTY
P. O. Box 11 - 30200 KITALE

IRENE NDUNDA
FOR: COUNTY COMMISSIONER
TRANS NZOIA COUNTY