

**INFLUENCE OF PARENTING STYLE ON DELINQUENT  
BEHAVIOUR AMONG BORSTAL INSTITUTIONS INMATES,  
KENYA**

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THE AWARD OF A MASTER'S DEGREE (FORENSIC PSYCHOLOGY),  
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**NOVEMBER, 2022**

## DECLARATION

I declare that this research project is my original work and has not been submitted for the award of any degree in any other university.




04/11/2022

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This project has been submitted for examination with our approval as the university supervisors.

Sign.......... Date.....4<sup>TH</sup> NOVEMBER, 2022.....

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## **DEDICATION**

I dedicate this study to my mother Rosemary Aluoch Hadulo and my late father Joseph Hadulo for instilling in me the spirit of prayer and hard work and the discipline required in education that has enabled me to do the best that I can.

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## **ABSTRACT**

In an effort to lessen juvenile delinquency, more attention is now being placed on how parents may nurture their children to become more contributing members of society when they are adults. This study aimed to determine the impact of parenting styles on delinquent behaviour among Borstal Institution inmates in Kenya. The objectives of the study included establishing how parenting style influences crime, drug and substance abuse, and school dropout among Borstal institution inmates in Kenya. This research used a mixed methodology comprising qualitative and quantitative approaches. The researcher relied on random sampling to select a sample of 110 Borstal Inmates, where 97 were male and 13 Female. Out of 110 participants, 89 answered questionnaires, while 21 participated in Focused Group Discussions in three different groups of seven each. Purposive sampling was used to select 19 Prisons Staff and six welfare officers totalling 135 participants. The data collected was analysed using Statistical Package for Social Scientists (SPSS) software version 24. The results were presented in the form of frequencies and percentages using bar graphs, tables, crosstabs, and pie charts and the relationship between variables were tested using Chi-square test. The study found no correlation between any parenting approach and criminal activity, no correlation between authoritative/permissive parenting approaches and drug abuse, and no correlation between authoritarian/permissive/authoritative parenting approaches and school dropout, but there was an association between authoritarian/neglectful parenting approaches and drug use and an association between neglectful parenting approaches and school dropout. The research concluded that regardless of parenting style present, delinquency was still found among Borstal inmates because other intervening factors strongly influenced delinquency among youngsters. The study recommends parental involvement and incorporation in children's therapeutic programs at Borstal Institutions and sensitization of family and community to encourage reconciliation and smooth re-integration of Borstal inmates into the community after their release.

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

Parenting encompasses guiding, giving physical care, loving and supporting children for healthy development (Ong'era, 2016). Since parenting is vital, individuals across the globe have been grappling with how best parents can raise their children. Currently, the heightening inflation rates, globalization, conflicts, wars, and modernity have significantly impacted family relationships and, more so, parent-child relationships. According to a research conducted by the Parenting in Africa Network (PAN), “technological advances have brought uncensored sources of learning for children, culminating to changes in communication channels between parents and their offspring” (Okello, 2020). The highlighted changes in communication have occurred at a time when competing responsibilities eat away the time parents would otherwise spend with their children (Polivanova, 2018; Ruppner, Perales & Baxter, 2019). In the long run, parents get confused despite the social expectations placed on them with regard to raising their children well, teaching them the social skills necessary to foster positive interaction with their environment and imparting values for good citizenship despite the unique parenting experiences. Recently, people have raised concerns about social norms, family ties, and parenting styles and their correlation to the rise of juvenile delinquency and children’s involvement in criminal activities.

Extensive research across the globe has linked parenting style with numerous adolescent outcomes (Sarwar, 2016; Chan & Koo, 2010; Buliva, 2020; Sahithya, Manohari & Vijaya, 2019; Faircloth, Hoffman & Layne, 2013) and proved that authoritative parenting approach which is high in control and warmth as the best in decreasing juvenile delinquency. American studies have affirmed American parents’ have substantially shifted in how they raise their children, across generations. Traditionally, European parenting was more relaxed, but currently, parents are adopting an intensive nurturing approach that is prevalent in America ([www.bbc.com](http://www.bbc.com)). The research by Italian and American educators (2016) on 11 wealthy countries and the comparison of findings from 1965, show that parents in developed nations spend more time on their children. Specifically, mothers spend an hour more daily nurturing their children while fathers’ time with their children has increased from 16 to 59 minutes in

2012. Judith Treas (2016) argued that time spent nurturing one's offspring was essential for positive behavioural, cognitive, and academic outcomes ([www.bbc.com](http://www.bbc.com)).

Parenting in France yields better outcomes compared to the chaotic experience of American parents. In France, politeness and greetings whenever people meet is part of the country's culture and is therefore non-negotiable. Accordingly, in Pamela Druckerman's conception (2014), French children first learn the words 's'ilvousplaît' (please), 'bonjour' (hello), 'merci' (thank you), and 'au revoir' (goodbye). Ideally, children acquire such words early in their linguistic journey because French parents raise their children to fit in their pre-existing lifestyle rather than altering it to accommodate their young ones. The Japanese culture, however, differs in that it emphasizes on communal responsibility where child rearing is a shared and youngsters are expected to be polite and behave appropriately. From a tender age, Japanese children give a special greeting to adults, which prompt them to speak up. However, the Japanese community facilitates planning community activities for all every week.

According to Ugunushe (2022), the parenting style in Africa is more traditional than modern. The classic African parenting style is authoritarian, where children are denied the freedom to view life from their perspective as they grow. Instead, they understand life from the perspective and guidance offered by their parents. Even though the traditional parenting approach may help children to cultivate a strong sense of social responsibility, there is no proper bond or relationship between parents and children. Accordingly, the approach has resulted in cases of children being abused physically, emotionally, and sexually and the incidence are concealed from the parents/guardians. Contrariwise, the modern African approach to parenting produces great leniency results compared to the traditional military style of parenting (Ong'era, 2016). Parents shower their children with so much love and care, that the concept of "spare the rod and spoils the child" is discarded. Children tend to turn out to be outspoken, bold, and filled with confidence. However, modern parents sometimes turn out to be permissive, thinking modernity means letting children get whatever they want (Okello, 2020). Youngsters who are brought up under the contemporary parenting style are over-pampered with minimal monitoring, a scenario that results in cases of children being on every social media platform without supervision, hence consuming harmful and undesirable social media content.

African parents struggle with balancing work and creating time for their children when faced with the responsibility of fending for their families. In Nigeria, for instance, the latter is the case, an issue affirmed by Adeboye (2019), who perceives poor work-life balance as a significant Nigerian parenting challenge. Adeboye's research illustrated a parent who had to leave the house at 5.00 in the morning and return no earlier than 10.00 pm daily while in some instances, some jobs took parents away for weeks or months. Although work demands took a toll on Nigerian parents, they were bound to work to settle the bills despite having very little time to bond with their children. Ultimately, parents have to forfeit the vital child-parent bond, and the children risk growing up in a home where parents are strangers. These parents become unintentionally neglectful parents. The study by (Okorodudu, 2010) added to the insights raised by Adeboye by revealing that neglectful parenting approach predicts adolescents' delinquency irrespective of gender, age, and location and that uninvolved parent who is unresponsive to adolescents' needs negatively affect their behaviour. However, parents who monitored the activities of their teenagers, exerted control, and promoted self-autonomy had the highest positive influence on adolescents' behaviour.

A contemporary research, which focused on parenting in Kenya, highlighted the positive attitude of Kenyan parents towards parenting which made them highly rated (Onsando, Mwenje, & Githui, 2021). All in all, the parents are faced with several challenges in executing that responsibility, which leads Onsando, Mwenje, and Githui (2021) to highlight its gradual failure because more and more adolescents are embracing delinquent behaviours. Parenting challenges in Kenya include balancing work and parenting and cost of living topping the list. Mary further argued that children's behaviour and discipline largely depended on the parenting approach used by the guardians. Although the authoritative parenting style promotes good behaviour in youngsters, other parenting approaches like the authoritarian one promote dysfunctional behaviours (Okello, 2020). One research found that some caregivers did not devote time to nurture their children although they catered for their educational needs, a scenario that increased indiscipline cases (Samuel & Changwony, 2019).

Studies on parenting style and delinquency in Kenya have concentrated on secondary schools and very few on juvenile institutions. This study will focus on delinquent inmates in Borstal institutions in Kenya, designed for youths between 15 years to 18 years. These institutions were named after an old prison at Borstal, Kent. The Borstal system was introduced in 1902 by Sir Alexander Paterson the prison commissioner who gave it its basic form and served in

1922. Each Borstal institute has houses containing, staff, and about 50 young offenders, each with a housemaster or housemistress. Training in these institutions is based on a full day's hard work which is often interesting. Borstal institutions were enacted in Kenya in 1963 by first parliament through the Borstal Institution Act Chapter 92 to provide detention of juvenile offenders. This resulted in Shikusa Borstal Institution in the Western part of Kenya in 1963 and Shimo La Tewa Borstal Institution in 1965. The two Borstal institutions were for juvenile boys aged 15 to 17 years. Years later, in 2016, Kamae girls' Borstal institution was established for adolescent girls (15 to 17 years) in Kamiti, which borders Nairobi and Kiambu County, Kenya. The research sought to ascertain the effect of parenting styles on delinquency among Borstal institution inmates in Kenya.

## **1.2. Statement of the Problem**

Delinquency is a universal issue, and there is a growing concern about how society can best reduce the crimes committed by children. The Convention on the Rights of the Child (CRC) 1989 insists on the detention of children as a last alternative for the shortest appropriate period. The Children's Act of Kenya (2021) focuses on diversions where community participation and parents' role are emphasized. An enabling environment has long guided the rehabilitation of Juvenile offenders in Borstal Institutions for the children's growth, food and sufficient water supply, proper sanitary arrangements, clothing, and beddings for the inmates. Borstal institutions are crucial because they provide agricultural, industrial and educational training. These institutions are an infirmary or an appropriate place for the accommodation of inmates who are ill (Prisons Act CAP 92; sec.4). Interestingly, succeeding in the rehabilitation of juvenile delinquents is still a challenge because the Borstal systems overlook the most crucial part of a parent as a primary caregiver and the primary determiner of their children's educational, social, and emotional success or failure. Some studies which support the link between parental care and a child's behavioural inclinations, success, and delinquency have suggested that more time spent with parents leads to less participation in crime (Dermott & Pomati, 2016). Therefore there is a need to examine effective parenting when assisting deviant children. This study established the effect of parenting approaches on delinquency among Borstal institution inmates by focusing on Shimo la Tewa Borstal in Mombasa and Kamae Girls Borstal Institutions in Nairobi, Kenya.

### **1.3. Objective of the Study**

The following are the objectives this research aims to achieve:

1. Establishing the influence of parenting style on crime among Borstal institution inmates in Kenya.
2. Examining the impact of parenting style on drug abuse among Borstal institution inmates in Kenya.
3. Determining the effect of parenting approach on school dropout among Borstal institution inmates in Kenya.

### **1.4. Research Questions**

1. How does parenting style contribute to crime among Borstal institution inmates in Kenya?
2. In what ways does parenting style influence drug and substance abuse among Borstal institution inmates in Kenya?
3. How does parenting style influence school dropout among Borstal institution inmates in Kenya?

### **1.5. Research Hypothesis**

The research was based on the following research hypothesis:

H0: There is no significant relationship between parenting style and crime among Borstal institution inmates in Kenya

H1: There is a significant relationship between parenting style and crime among borstal institution inmates in Kenya

H0: There is no significant relationship between parenting style and drug abuse among borstal institution inmates in Kenya

H1: There is a significant relationship between parenting style and drug abuse among borstal institution inmates in Kenya

H0: There is no significant relationship between parenting style and school dropout among borstal institution inmates in Kenya

H1: There is a significant relationship between parenting style and school dropout among borstal institution inmates in Kenya

### **1.6. Justification of the Study**

The research sheds more light on evidence-based rehabilitation programs, interventions, and special treatment for Borstal inmates to help lower delinquency rates. The prison staff manning Borstal institutions may use this study's findings to facilitate parents' involvement in the lives of juvenile offenders. The research results would also be vital in giving a policy direction on skills (needs) required for Kenya Prisons Service staff serving at Borstal institutions. The study lays a basis for other intellectuals who would anticipate to further research on the issue of parenting style and its effect on delinquency among minors.

### **1.6. Significance of the Study**

The study will give recommendations to governmental and non-governmental organizations that seek to establish more Borstal institutions in Kenya since more are needed to meet the needs of the Kenyan society. Community authorities and service workers, like area chiefs who strive to reduce juvenile delinquency cases, would benefit from this inquiry because it would give insights into involvement in delinquency and enable them to address matters parental care. Caregivers and teachers in Borstal institutions would comprehend about behavioural issues like delinquency among children who have been parented in different styles and also add knowledge to rehabilitation programs in Borstal institutions.

### **1.7. Scope of the Study**

The research was conducted in Kenya, covering two counties of Mombasa at Shimo La Tewa Borstal Boys Institution and Nairobi at Kamae Borstal Girls Institution. The research targeted inmates at Borstal institutions in Kenya because they often reoffend despite the training they receive, which is expected to make them refrain from engaging in crime and focus on productive life aspects after they are released from detention. The research was based on parenting style theory and explains the relationship between parenting style, impact on crime, drug and substance abuse, and school dropout rates among inmates confined at Borstal institutions.

### **1.8. Limitations and Delimitations**

The literacy level of some of the juveniles was a challenge to the data collection procedure because many were school dropouts and truants at a young age, prompting the researcher to interpret and assist them in understanding the questions because they were responsible for administering the questionnaires. The other limitation attributed to the research is that Borstal



Institutions in Kenya are scarcely located, and hence, it was hard for the researcher to access all of them during the study period. Although Kenya's female Borstal institution is in Nairobi, the ones for the Males are in Shimo la Tewa in Mombasa and the Western region, respectively. The scarcity of these institutions compelled the researcher to settle on Shimo La Tewa as a representation of a male Borstal institution and Kamae to represent Kenya's female Borstal institution, although it would have been appropriate to visit all the three Borstal institutions for better generalization of the study results.

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

The research assumed that parenting style influences delinquency among inmates in Borstal institutions in Kenya. It assumed that lack of parental monitoring and neglectful behaviour influences juveniles to drop out of school, engage in drug and substance abuse and get involved in criminal behaviours.

### **1.10. Operational Definition of Terms Used in the Study**

<b>Behaviour</b>	The way in which one conducts himself towards others in a particular situation or under particular condition: a person in control of his or her own actions
<b>Delinquency</b>	This is conduct that does not conform to the moral or legal standards of a particular society.
<b>Delinquent behaviour</b>	These are criminal behaviour committed by juveniles under the legal age of adulthood.
<b>Deviance</b>	is any behaviour that violates social norms, and is usually of sufficient severity to warrant disapproval from the majority.
<b>Juvenile</b>	This means a child who under the respective legal systems may be dealt with for a crime in a manner which is different from that of adults.
<b>Truancy</b>	This means any illegal, unauthorized, intentional, and unjustified absence from compulsory education. It is a deliberate absenteeism from school by a learner (although adults occasionally ignore or facilitate it).
<b>Crime</b>	This is an unlawful offence or act punishable by a particular country through its authorities. Something is an offence if declared so by the

relevant and applicable regulations. Crimes harm individuals and a country, society and community.

**Authoritarian parenting style** This is a strict approach to parenting where children are given stern discipline. Authoritarian parents talk and direct their children without anticipating their feedback or input.

**Authoritative parenting approach** This is a parenting tactic which is nurturing, supportive and often in tune with the needs of one's children.

**Parenting style** These are practices which are directly observable which parents use to socialize their offspring (Steinberget al., 1992).

**Permissive parenting style** This is a nurturing approach where parents take a friendship role with their children, avoid conflicts and often comply to their children's demands at the first sign of distress. The parenting approach breeds an environment where children caregivers offer limited direction and guidance and children freely do what they like.

**Neglectful parenting style** A parenting approach characterised by limited parent-child engagement where parents barely implement rules for their children to observe.

**School drop-out** Denotes a person who has left school or seized pursuing their education without obtaining a minimal qualification, whether at the primary, secondary, or tertiary levels (De Witte et al., 2013)

**Dropout** is someone who has left school or college before finished their studies.

**Drugs or substance abuse** This denotes the excessive and compulsive use of chemical substances culminating to addiction. Some of the frequently abused substances in Kenya are bhang (marijuana), Miraa, alcohol, psychotropic drugs and tobacco.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

A literature review is an empirical framework highlighting previous findings in the area of inquiry and the study's theoretical and conceptual framework. This section examines if recent research has found evidence that various parenting styles actively contribute to dropping out of school, drug and substance abuse, and involvement in crime. The reason for examining this question is to ascertain whether or not there is any correlation between parenting style and high delinquency rates among Borstal inmates. The objectives of the study guided the chapter.

#### **2.1. Parenting Style and Crime**

A young person getting into crime is a worry for many societies. Siegel and Welsh, (2014), begin by outlining concerns over the nature of parenting which has made a considerable number of juvenile offenders increasingly violent. Families are supposed to teach their children appropriate behavior, and to respect the rights of others because they are the primary socializing factors in a child's life. According to research by Saleem, Mahmood and Daud (2017), parenting in Karachi, Pakistan, entails collaborations with the authorities where people are detained upon engaging in petty crimes, stealing mobile phones, engaging in robberies, and serious crimes like rape, murder, tribal clashes, and sodomy.

Sarwar (2016), in his study, unveiled the link between parenting style and juvenile delinquency. Sarwar interviewed mothers of children with delinquent behaviour and relied on a qualitative research paradigm to gather information for his study. The inquiry affirmed that an authoritarian parenting style led youngsters to rebel and behave problematically due to the excessive power parents used while dealing with their children (Sarwar, 2016). In contrast, the authoritative parenting style proved effective for children, encouraging a moderate parenting approach (Okello, 2020). The study acknowledged that parents who devoted a lot of time to nurture their children made them less likely to develop delinquent behaviour (Sarwar, 2016). Sarwar's study, however, was based on limited data and relied on the experience of only two mothers in his inquiry.

Some studies suggested that parenting, directly and indirectly, affects gang membership (Vuk, 2017; Cho & NolascoBraaten, 2021). The Vuk (2017) research examined how multidimensional parenting approaches affected gang membership and the aspects that mediated the relationship using logistic regression models. The results unveiled a negative relationship between gang membership and authoritative parenting approach and a positive relationship between gang membership and negligent, authoritarian, and permissive parenting approaches (Okello, 2020; Vuk, 2017). The analyses showed that guilt, self-control, delinquent peers, and rationalizations are complete or partial mediators of parenting approaches and gang membership. Another study contrasted general delinquency trajectories and severe delinquency trajectories and found that parenting approaches were significantly different in the moderate and severe delinquent groups compared to the normative group (Cho & NolascoBraaten, 2021).

Some researchers have argued that numerous researches limit the focus to the link between adolescent delinquency and parenting. Thus, inquiries exploring the connection between adult crime and parenting approaches is rare. For instance, Simons and Sutton (2021) propose that differences in parenting approaches increase the likelihood of adult delinquency, sentiments which are backed by various criminological theories. Simons and Sutton's study relied on longitudinal data from a sample of 318 coloured American men and path analyses and prospective to scrutinize the impacts of eight parenting approaches on adult delinquency (Simons & Sutton, 2021). The researchers examined the extent to which noteworthy parenting effects are mediated by negative emotions, criminogenic schemas, adult transitions, peer associations and involvement with the legal systems. Consistent with the research hypotheses, the outcomes confirmed that care giving approaches with high demandingness, irrespective of whether they co-occurred with corporal punishment or responsiveness, lowered the possibility of adult offending (Simons & Sutton, 2021). In lieu, parenting styles high on responsiveness or corporal punishments and low demandingness led to a significant increase in the prospect of adult delinquency.

Studies in the UK have tried to find out if social class and family structure affect parenting style. A study by Chan and Koo (2010), using formal statistical models and nationally representative survey data, sought to unveil systematic variations of parenting based on one's family structure and their social class. The outcome indicated that the authoritative parenting approach was more predominant in salaried households, two-parent families, and homes

where the parents had tertiary education (Chan & Koo, 2010). However, permissive parenting was prevalent in working-class households, single-parent families and step-families, and those with self-employed parents or caregivers with high qualifications. The study concluded that in contemporary UK societies, parenting approach is determined more by family structure than by parental or social education.

However, African studies on the subject, including those conducted by Kenyan researchers, have focused on school-going adolescents (Omojonle, 2020; Buliva et al., 2019; Mwanja & Njagi, 2017; Ruturi, 2020). The studies acknowledge that permissive, authoritarian, and neglectful parenting styles increase the chances of antisocial behaviour among teenage students in secondary schools. The studies recommend that parents and caregivers consider spending a lot of time with their young ones to observe for any forms or signs of delinquent or criminal conduct (Mwanja & Njagi, 2017). Research also suggests increased parental involvement with their children to teach desirable societal values. Findings emphasize that parents should be included in school programs and discipline procedures (Mwanja & Njagi, 2017). Similarly, Spera (2005) supported the idea that the active involvement of parents in their children's lives led to positive social outcomes due to children's academic success and the reduced chances of developing antisocial behaviours. That said, the association between parenting variables drives contemporary empirical studies that often focus on crime (Patterson & Fisher, 2002).

However, research conducted in rehabilitation centres and prisons indicates that juvenile wrongdoing is catalysed by broken homes, lack of parental attachment, the authoritarian parenting approach, and poverty (Mambende et al., 2016; Kimingiri, 2015; Baffour & Abass, 2016). The studies also indicate that juveniles build attachments with peers due to poor relationships with their parents. One study was carried out in a Borstal institution in Ghana (Baffour & Abass, 2016). The research revealed that the children who were cross-examined had a poor rapport with their caregivers before their arrest. It also showed that weak attachment between parents and their children affected the children's commitment to school. However, the inquiry unveiled that a poor attachment between a child and their caregiver reinforced their attachment with peers, irrespective of whether or not the peers were good. Thus, the youngsters who had an appalling relationship with their caregivers built a somewhat cordial bond with bad friends who influenced them to offend.

The earlier study was backed by Kenyan research ascertaining the impact of parenting styles on criminal behaviour among adolescents in rehabilitation centres in Nakuru (Kimingiri, 2015). The study used the ex post facto research design in three juvenile delinquent establishments comprising of 209 participants with a sample size of 161 adolescents between ten to nineteen years old. The results showed that parenting approaches impact juvenile delinquency (Kimingiri, 2015). An interesting outcome of this study was that some juveniles came from a family with both parents but still ended up as juvenile offenders. From the study, one can deduce that the mere presence of parents does not matter. However, the qualities of interpersonal relationships experienced by children while dealing with their parents increase or decrease their chances of involvement in crime. The study recommended that parents adopt an authoritative parenting style high in control and warmth to reduce juvenile crime trends (Kimingiri, 2015). It also recommended that caregivers spend significant time with their young ones to facilitate interpersonal communication (Kimingiri, 2015). However, Onsando (2021), deemed reinforcement of the parenting or nurturing role, family-centric interventions, coordination with teachers, the Kenya Prison Services, and Children's Department, government rehabilitation programs for juveniles and private rehabilitation centres can promote positive change if everyone performs their role. Onsando's research (2021) in Kamiti Youth Training Center emphasized the family system's vital role in developing or preventing juvenile delinquency (Onsando, 2021).

## **2.2. Parenting Style and Substance Abuse**

This section highlights the prevalence of drug abuse among Kenyan children, typical parenting styles, and substance use among juvenile delinquents. For committing offenses like drug usage, possessing firearms, truancy, vandalism, violence, bullying, fleeing from school, rape, and sexual misconduct, among other antisocial behaviors, juvenile delinquents are convicted. (Withers, 2020). The most common crimes among Borstal inmates committed to three years of training in Kenya include possessing illegal substances, drugs and substance abuse, housebreaking and stealing, theft, defilement, malicious damage to property, and injury to persons (Penal Code CAP 63, 2012). The data on prevalent crimes among Borstal inmates is backed by a 2010 report by NACADA which unveiled that schools had become hubs for the sale of drugs and its consumption. The report also stated that illicit and licit drug sellers targeted primary school learners for recruitment into their business. Interestingly, the substances were brought into schools without the awareness of school authorities because they were mixed with drinks and other confectioneries. Surprisingly, the pupils abusing drugs

were very young and had increased chances of misbehaving in ways that disrupted learning, including behaving violently and torching their school, culminating in damage, loss of lives and assets. In other cases, young drug abusers were arrested by law enforcement agencies.

A report by NACADA and KIPPRA, (2019) investigated the eminence of drugs abuse among Kenyan primary school learners. The assessment determined the average age of onset of different substances of abuse. From the data gathered, eleven was the average age during which youngsters begun abusing at least one drug or substance. However, the lowest reported age of drug abuse was four. The NACADA and KIPPRA report results were comparable to a 2008 assessment done by the National Institute on Drug Abuse, which established nine as the median age of first use of cigarettes and alcohol, while that of Cannabis as fourteen. Generally, the participants who were between eight and fourteen had a 20 percent awareness level of hard drugs compared to 70 percent for the participants between fifteen and sixty-five. In the study, the learners were requested to list the drugs they have ever used (NACADA & KIPRA, 2019). The data gathered affirmed that a fifth of the learners had used at least one drug in their life, a tenth (10.4 percent) had used prescription drugs, 7.2 percent contemplated having used alcohol, 6.0 percent used tobacco, 3.7 percent miraa while 1.2 percent Cannabis.

Chesang, (2013), notes the increase in drug abuse and use among teenagers in spite of the mechanisms of drug regulation established. Although the government endorsed two United Nations Conventions on Narcotics Drugs (1961) and Psychotropic Substances (1998) to protect its citizens from drugs and substances of abuse, drug abuse among young people is still at the verge of increase. Although the government enacted a new drug law in 1994 dubbed the Narcotics, and Psychotropic Substances Control Act, the regulation did not fully bar people from abusing drugs. Later in 2007, the Tobacco Control Act was established to regulate tobacco's devastating health, social, and economic effects on individuals and families. In 2010, the government enacted the Alcoholic Drinks Control Act to reduce alcohol abuse, and regulate its production, sale, and consumption. In response to the issue of substance abuse, researchers like Chesang (2013) recommend parents sensitize their children on the dangers of substance abuse. The research proposes to schools to have a drug prevention curriculum right from Kindergarten, to educate learners on the dangers of using drugs and the need for drug-dependent people to go for rehabilitation. Another study on Nairobi County secondary schools affirmed that 87 percent of drug abuse cases, especially those of alcohol were as a result of its local availability. The research affirmed other factors

facilitating drug abuse as parental absence (55 percent), harsh disciplining by the caregivers (42 percent), minimal awareness on substance use (29 percent), and academic pressure (26 percent) played a role on facilitating drug abuse (Marais, & Maithya, 2015). In Marais, & Maithya (2015) conception, learners from households where one or both caregivers used drugs had increased likelihood of engaging in substance use. Also, the pupils who accompanied their guardians to occasions where alcohol or any drug was openly given to people were likely to use drugs. Accordingly, knowing the parents' role in facilitating drug and substance abuse among children is paramount. Do parenting styles influence children's involvement in drug and substance abuse?

Various studies have tried to examine the relationship between childrearing style on teenage substance use (Kuntsche & Gmel, 2013; Calafat et al., 2014; Berge et al., 2016); Sharmin et al., 2017). The Swedish longitudinal cohort study indicated that a neglectful parenting approach made youngsters vulnerable to drug abuse, while an authoritative parenting approach was linked to irregular drinking patterns (Berge et al., 2016). McLaughlin, Campbell and Mccolgan (2016) added to the inquiry by affirming that parent-child attachment, effective parent and child communication and frequent parental monitoring were significant factors in protecting youngsters from drug use. Effective parenting through an authoritative style was yet another approach which proved effective in countering drug use among adolescents. According to Calafat et al., (2014), even when teenagers grow up and enjoy autonomy, and their alcohol use becomes a significant health problem, how they were nurtured can still determine the quantity of alcohol they take.

Other findings emphasized parental involvement, communication and close observation as effective ways of preventing drug initiation, delaying alcohol use and sexual debut, increasing the refusal of alcohol, and reducing criminal and risk-taking behaviours in teenagers (Ryan, Roman & Okwany, 2015). According to Onukwufor and Chukwu, (2017) parents, counsellors, teachers, and all people contribute to adolescent character formation should be so authoritative to facilitate the thriving of well-behaved teenagers. Mwanja and Njagi, (2017) recommend the training of teacher counsellors by the Ministry of Education to handle drug-abusing students and train parents on dealing with their children. A recent study by Buliva, (2020) focused on determining the effect of authoritarian parenting approach on forms of criminal behaviour among high school learners in Butere Sub-County. The inquiry



disclosed the existence of a positive and statistically noteworthy relationship between authoritative parenting approach and various forms of criminal behaviour.

### **2.3. Parenting Style and School Drop Out**

This section highlights the rate of school dropout among Kenyan children and the studies around the world on the subject. Essentially, education serves as a vital pillar in a learner's future because it equips them with skills, knowledge, and attitudes that allow them to become responsible adults. Unfortunately, many learners barely complete their studies because various factors interplay to make them drop out of school. The rates of school dropout among students vary across the world. Mahoney (2018), in his study, reports that the U.S. completion rate was 85 percent, which was above average (85%) in comparison to Korea which had a (95%) completion rate and Japan at 94 percent. Contrastingly, the report highlights Norway (57%), Mexico (62%), and Luxemburg (40%) as countries with low school completion rates. According to Sang, Koros, & Bosire, (2013), students in developing countries experience high dropout rates annually. Specifically, about 22 percent of primary school learners and 21 percent of those acquiring high school education leave school before graduating (Sang, Koros, & Bosire, 2013).

In Kenya available data indicates that 32 percent of enrolled primary level learners in 2009 failed to sit for their KCPE examination as anticipated after eight years in the 844 education system were over. In 2014, of the 1,312,100 pupils who enrolled for school in 2007, 880,500 (67 %) sat the final exam, while in 2015, 30 percent failed to complete their studies compared to 28 percent in 2016 ([www.dailyafrica.com](http://www.dailyafrica.com)). According to United Nations Educational, Scientific and Cultural Organisation (UNESCO), Kenya's high school dropout rate is replicated across sub-Saharan Africa, where male pupils have higher dropout rates than females. In 2013, 633,200 boys enrolled for primary education 2006, and only 426,400 boys (67%) completed in 2013. Of the 2013 female students enrolled, 69 percent completed their primary education ([www.dailyafrica.com](http://www.dailyafrica.com)).

Ideally, withdrawing from school is the end of an enduring process which ensues before formal schooling starts. Interestingly, the repercussions of dropping out of school are dire and extend beyond their lifetime. A study conducted to scrutinize the factors facilitating high dropout rates in eight high schools in Igembe North, in Meru County, specified that income impacts school dropout rates among secondary school learners. Essentially, the impacts of low household income were worsened by poverty which made it impossible to afford basic

needs, the participation in low income-generating activities, and looking after one's siblings. In the long run, learners from poverty-stricken households suffered due to their inability to raise school fees. The inquiry endorsed strengthening poverty mitigation measures in the society to empower all families economically for them to afford participating in school until completion (Mwingirwa, 2016).

Even though the study revealed that poverty contributes to school dropout, interesting data issued on 22nd March by the Ministry of Education confirms that 12,424 Class 8 candidates did not sit for their KCPE examinations administered in March 2022. The education Cabinet Secretary George Magoha, affirmed that the ministry had launched an inquiry to probe why many candidates missed tests despite registering for them. The number doubled that of 2020, and individual's blamed the outcomes on the extension of the COVID -19 periods that gave room to Female genital Mutilation (FGM), early marriages and teenage pregnancies in some regions ([www.capitalfm.co.ke/news/2021](http://www.capitalfm.co.ke/news/2021)). Essentially, Kenyan schools were closed from March 2020 to January 2021 over the COVID-19 epidemic during which close to 200,000 teenage pregnancies were recorded countrywide, with some regions being hit more than others. The ever-increasing levels of school dropouts since 2020 leads to the inquiry on whether parents play their role as the primary caregivers because, during the COVID-19 period, children were home with their parents. The researcher would want to establish whether parenting styles influence the children's dropping out.

Although many factors interplay to facilitate dropping out of school, educational researchers consider satisfactory parenting practices as instrumental in inhibiting high school dropout among teenagers, especially those at middle adolescence because they are highly vulnerable to dropping out of school. According to (Campbell, 2015), dropping out of school facilitates economic hardship later in life. Interestingly, family factors like the tendencies of caregivers to be neglectful play a central role in promoting school dropout (Mwania & Njagi, 2017; Afia et al., 2019; Huisman & Smits, 2015; Pinguart, 2016). A meta-analysis including 308 inquiries and statistics on 362,155 teenagers established that neglectful parenting approaches make youngsters less proficient at school (Pinguart, 2016). Research on Canadian adolescents from low-income neighbourhoods indicated that extreme and comparatively rare cases of parental neglect led to a high dropout risk (Afia et al., 2019). Interestingly, the neglected teenagers who dropped out of school at alarming rates came from homes where supervision was negligible and communication poor (Afia et al., 2019).

Although substantial inquiries on school dropout have been conducted in highly developed countries, people know very little about the situation in developing nations (Huisman & Smits, 2015). Research done in 363 regions of 30 developing nations using data for 130,000 children specified that (72%) of the disparities in school dropout culminated from family-level factors, the occupation of one's father, socioeconomic resources stemming from parental education, and household wealth (Huisman & Smits, 2015). According to the research, household structure affects school dropout levels. Children born earlier and non-biological children and their counterparts living with a single parent drop out of school more than learners from two-parent households. However, the impacts of family-level dynamics on the rates of school dropout depend on a given context. Thus, situation-specific approaches are effective and vital in handling each reported case of school dropout. Some of the vital context factors determining whether or not a learner drops out of school include educational resources (like the availability of educators and schools) and a region's development level. Also, the transition from primary to high school educational level is a significant breaking point in children's educational path (Huisman & Smits, 2015). Thus, extending the duration of primary education can serve as an operational tactic keeping youngsters in school for longer (Huisman & Smits, 2015).

Overall, most of the studies done in Kenya established the effect of parenting styles on teenage academic achievement (Nyang'au et al., 2016; Odongo, 2016). The studies ascertain that authoritative parenting style and parental monitoring positively influence student academic achievement. According to the research, nurturing styles account for 86.2% of the high school dropout rates while 13.8% of high school dropout levels stems from other factors (Mwania & Njagi, 2017).

## **2.5. Theoretical Framework**

### **2.5.1. Parenting Style Theory**

Parenting style, according to Steinberg, Elmen, and Mounts (1989), is unveiled through the attitudes communicated by a parent to their children, which cumulatively creates an emotive climate in which the caregiver's behaviours are conveyed. The specific parental behaviours unveiled in the preferred parenting style by a guardian include goal-directed conduct through which caregivers accomplish their duties (childrearing practices) and other behaviours like

changing tone, use of gestures, and making spontaneous expression of emotions. Diana Baumrind's Parenting Styles Theory was based on behaviours of interest like (1) Self-reliant, assertive, affiliative, self-controlled, and buoyant, (2) distrustful, discontented, and withdrawn and (3) little self-reliance, control and retreat from novelty (Baumrind, 1967). After observation, Baumrind, coined the permissive or indulgent, authoritarian and authoritative parental styles. Later, Maccoby and Martin coined the uninvolved or neglectful parenting approach (Simons, & Johnson, (1996).

According to Baumrind (1967), authoritative parents are increasingly demanding and exert control over a child's behaviour while supporting them. The authoritarian parenting style provides a home environment rich with strict behavioural supervision and a high degree of emotional support. Baumrind (2012) perceives authoritative nurturing approach as the suitable model for use by guardians because they are more sensitive to the needs of their children and prepared to limit the activities their children engage in. Other studies support Baumrind's claim by proving authoritative parenting is the best because it leads to low involvement in delinquent behaviour and crime compared to other parenting styles (Sarwar, 2016; Onsando et al., 2021; Mwanja & Njagi, 2017; Buliva, 2020). According to Sarwar, (2016) authoritative parenting style encourages a moderate parenting style where correcting occurs in a warm environment, where a child and their caregiver have a strong bond. Children with overbearing parents develop greater self-confidence and are more competent when parents effectively communicate with them, have high but, practical and consistent-expectations for them, are responsive and warm, and rely on reason instead of coercion while guiding the youngsters in behavioural terms (*MedCrave Online*). Ideally using the above "tender teacher" style is the best parenting approach adopted by westerners. Besides, youngsters whose parents use the authoritative style are happier and successful than children whose parents rely on other nurturing styles (Baumrind, 2013).

However, in an authoritarian parenting style, parents operate with a "do as you are told" disciplining approach, do not often discuss why something is wrong, and barely invite an honest discussion with the child. According to Baumrind (2013), parents are usually low in support and highly demanding. Research (Sarwar, 2016; Buliva, 2020) indicates that children and adolescents reared in households using the authoritarian style perform averagely in school and barely develop problematic behavioural tendencies. However, these children have poor social skills, lower self-esteem, and higher depression levels compared to their peers

who are reared in households using the authoritative approach to parenting (Sarwar, 2016; Baumrind, 2013; Buliva, 2020). According to Sarwar (2016), authoritarian parenting makes children rebellious due to the excessive power exercised on them by their parents. Sarwar argues that parents who pass a lot of time with their children reduce their prospect of having delinquent tendencies. However, children reared using the authoritarian approach are more likely to be obedient and proficient but have lower social competence, are less happy, and have a low self-esteem (Baumrind, 2013), which may compel them to commit crimes as they express repressed feelings through aggression. Parents using the authoritarian (“rigid ruler”) approach, as described by Baumrind, demand obedience because they take charge and they do not explain anything to their children, a scenario that facilitates poor parenting (Yusuf et al., 2021).

In the permissive approach to parenting, parents are increasingly alert and less demanding (they fail to set behavioural expectations and noncompliance repercussions). According to Baumrind, permissive caregivers have minimal control over the child, set few expectations, and rarely discipline, and befriend their child, hence treat them as their equal. The “modern parents” tend to lean towards permissive parenting. According to Ruturi (2020) increased permissive parenting promotes anti-social behaviour among adolescents because parents using the approach prefer to be liked instead of providing discipline and structure to the child. In this approach, the child sets their rules and decides independently because their parents have allowed them the freedom to do so. Permissive parenting is disadvantageous in that children do not get guidance from their parents nor do they enjoy education facilitated by their caregivers. However, since the parent’s emotional needs and self-esteem are met after parent-child interactions, an adult-to-adult relationship ensues. Unfortunately, children reared by permissive parents rank lowest across all areas of their life because they have a low self-esteem, lack self-control, and are less competent for lack of guidance (Onsando, 2021). Permissive parenting approach breeds a population with considerable problems whenever they live or work in environments with strict rules because they are often in trouble for frequently breaking corporate regulations.

Neglectful or uninvolved parents do not provide parenting responsibilities (Martinez, & Garcia, 2007). Recent research conducted by Ibrahim, Nasirudeen, and Isiaka (2020) links the contribution of neglectful parenting to the abandonment of parental responsibilities, making them enablers whose contribution to juvenile delinquency is tacit or overt. Parents

also contribute to offending directly or indirectly, knowingly and unknowingly, and hence, become guilty like the adolescent offenders (Ibrahim, Nasirudeen & Isiaka, 2020). That said, Martinez and Garcia (2007) link an uninvolved parenting approach to offending acts, among them vandalism, robbery, assault, and rape. The permissive parenting style also entails the provision of most of the physical necessities of one's children, although the parents barely establish any relationship with their young ones. Permissive parenting is also neglectful with regard to behavioural control because parents focus on their life, and hence, their children become secondary considerations. Ultimately, the child is left fendng for themselves with little, if any, structures (Martinez & Garcia, 2007).

How a child is reared determines their psychosocial development, academic performance, social competence, and likelihood of engaging in problem behaviour (Tompsett and Toro 2010). Children confined in correctional institutions come from various backgrounds, are socialized in different family environments, and experience different parenting styles, as explained in the Parenting Style Theory. Accordingly, each youngster develops unique behaviours, with those who grew up under permissive parents developing delinquent tendencies (Baumrind, 2012). Children reared in families using the indulgent approach tended to be more involved in offending behaviours and performed averagely in school, despite having enhanced social skills, higher self-esteem, and lower depression levels than their counterparts who were brought up using other parenting styles (Diana, 1960). According to (Onsando, 2021) among all parenting approaches, neglectful parenting style portends the utmost risk of adolescents getting involved in criminal activities.

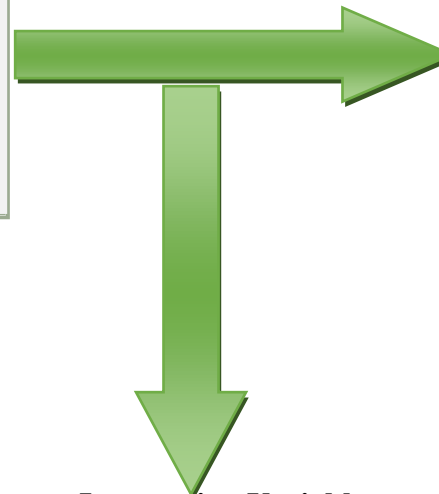
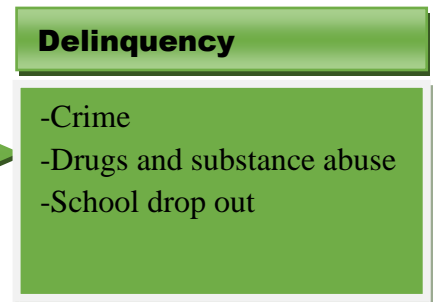
## 2.6. Conceptual Framework

The conceptual framework below illustrates the link between variables that guided this research. In using parenting styles theory, the research presumed that juvenile's delinquency was the possible outcome of the impact of authoritarian and neglectful parenting styles.

### Independent variables



### Dependent variable



### Intervening Variables

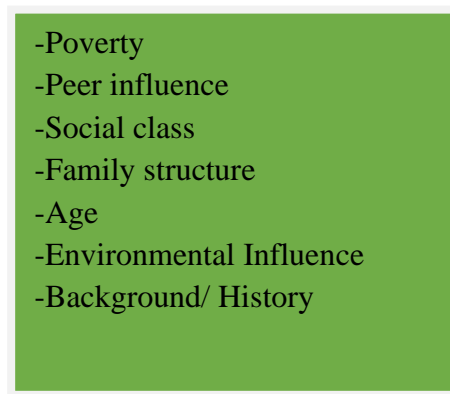


Figure 2.1: conceptual framework

## **2.4. Conclusion**

To conclude, research has shown that spending quality time with children reduces the chances of delinquent behaviour among juveniles. According to Baffour & Abass (2016), factors like neglect, single parenthood, child abuse, poverty, and less supervision constituted poor parenting, making juveniles behave delinquently. Some researchers found neglectful parenting as a significant contributing factor to adolescent delinquency (Diana, 1960; Onsando 2021; Martinez & Garcia, 2007; Sarwar, 2016; Baumrind, 2013; Buliva, 2020). In Ibrahim, Nasirudeen, and Isiaka's conception (2020), parents served as enablers by failing to monitor their children whose involvement in minor crimes like smoking has gradually shifted to involvement in significant crimes like murder, rape, and armed robbery. Thus, some of the available literature suggests the need to involve parents in rehabilitation programs for juveniles and in school discipline to minimize their chances of offending (Njagi & Mwanja, 2017; Onsando, 2021). Cumulatively, the studies on parenting style and substance abuse focused on school-going adolescents, although very little is known about the impact of parenting style on drug abuse among juveniles housed in correctional institutions. Therefore the current study will seek to find the extent of drug abuse among Borstal inmates, whether parents are aware that their children were using drugs or not and the parenting style among Borstal institution inmates confined due to drug use. The findings affirm that the rates of school dropouts among delinquents locked up in juvenile institutions are rare. Although most of the studies are focused on academic achievements, this research will establish the rate of school dropout among Borstal inmates in Kenya, the factors influencing them, and the contribution of parenting styles to the issue.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter outlines the research methodology and procedures used in this study, the research design, target population, sample size, sampling procedures, data collection instruments, data collection procedures and data analysis methods.

#### **3.1. Research Design**

The researcher employed a mixed methodology that is both qualitative and quantitative approaches. Although qualitative research methodologies use a small sample size and facilitate an in-depth exploration of the phenomena of study, quantitative methods use a large sample and require a relatively short data collection period (Creswell, 2014; Rahman, 2020). The qualitative approach was critical because the researcher focused on the experiences of the juveniles that do not have a numerical value. However, the quantitative approach was vital because of the availability of numerical data, which enabled the researcher to analyse data collected using the SPSS software version 24. Besides, relying on both approaches made the weakness of one approach complemented by the other and hence, the overall strength of the research.

#### **3.2. Target Population**

The target population was 479, comprising 283 members of staff and 196 Borstal inmates from Kamae Girls Borstal and Shimo La Tewa Borstal Institutions. Kamae Girls Borstal Institution in Nairobi had 134 members of staff and 28 inmates, while Shimo la Tewa Boys in Mombasa had 149 staff members and 68 inmates. The Borstal inmates were between the ages of 15 - 17 years, and prison staff included adults comprising vocational and formal training teachers, security, welfare, and civilian officers, and the superintendent in charge of the Borstal institutions.

#### **3.3. Sample Size**

A sample of one hundred and thirty-five (135) participants participated in the study. This included a hundred and ten (110) Borstal inmates (ninety-seven (97) from Shimo La Tewa and thirteen (13) from Kamae girls' Borstal Institution) and twenty-five (25) prisons staff (nineteen (19) Prison Officers and six (6) Welfare Officers). The officers were all from

Shimo La Tewa Borstal Institution. Among the one hundred and ten (110) Borstal inmates, 21 participated in three (3) Focused Group Discussions. Of the inmates who participated in the discussion, two groups comprising seven (7) people came from Shimo La Tewa Borstal institute, while one participant group came from the Kamae Girls Borstal institution.

### **3.4. Sampling Procedures**

The researcher used probability (Random) and Non-Probability (Purposive) Sampling Procedures. The random sampling method provided an efficient system of capturing, in a small group, the variations or heterogeneity that existed in the target population, and every sample got an equal chance of selection. Simple random sampling was used to select a total number of one hundred and ten (110) Borstal inmates who participated in both answering the questionnaires and the Key Informant Guide. The researcher used the purposive sampling technique, which allowed them to use cases with the required information concerning the study's objectives. The researcher chose twenty-five (25) members of Borstal staff, including formal and vocational training teachers, counsellors, and social welfare officers and officers at the management level, who participated in answering the questionnaires.

### **3.5. Data Collection Instruments**

A Key Informant Guide was used for Borstal inmates in Focused Group Discussion and had five broad questions recorded in a notebook by the rapporteur and the researcher after getting permission from the prison authorities and the participants. There were three Focused Group discussions of seven participants each. Two groups were from Shimo La Tewa Borstal institution, while one was from Kamae Borstal Institution. The questionnaires had both closed and open-ended questions and some of the closed-ended questions had statements whose answers were categorized on a Likert scale of 1 to 5. The questionnaires for Borstal inmates were administered by the researcher in the form of an interview with the help of three other research assistants, while questionnaires for prison staff were self-administered. The researcher administered the Focused Group Discussion. The researcher guided the three research assistants and went through the questionnaire before beginning the questionnaire administration process for the Borstal inmates.

### **3.6. Validity and Reliability**

The researcher administered the initial questionnaire to 11 participants at Kamae Borstal Institution for a pilot study to test its validity and reliability. Some of the questions were

changed, especially those that did not answer the study's objectives. During the process, the researcher realized that the arrangements of the questionnaires yielded little response and hence changed them during the piloting phase. The researcher also made a few changes to the prison staff questionnaires.

### **3.7. Data Collection Procedures**

The researcher acquired the research license from NACOSTI and wrote a letter to prison authorities to get permission to study juveniles in the two Borstal Institutions. The researcher then proceeded to Kamae girls and Shimo La Tewa Borstal institutions to seek authorization and book an appointment on the dates to collect data. The piloting and data collection were done for two weeks, and one week (1) was devoted to each Borstal Institution, respectively.

### **3.8. Data Analysis**

The data the researcher gathered was analysed using the Statistical Package for Social Scientists (SPSS) software version 24. The results were presented in the form of frequencies and percentages using tables, pie charts, bar graphs, and cross tabs. The relationship between dependent and independent variables were tested using Chi-square test whereby different types of parenting styles were cross tabbed against juvenile delinquent behaviour among borstal inmates (crime, drug & substance abuse and school dropout).

### **3.9. Ethical Considerations**

The researcher acquired an official letter from the University of Nairobi and a research permit from NACOSTI. The researcher also sought permission from Prison Authorities to conduct research in the two Borstal Institutions. The researcher elaborated to the participants the aim of the research, its time frame, and the procedures before embarking on data collection. The researcher observed high levels of confidentiality during the interview and did not indicate the identity of the participants in the questionnaires. The researcher also assured the participants of anonymity and the information received from the participants was confidential. The researcher respected the dignity of the participants throughout the study and reported the accurate information gathered from the reports without falsifying or fabricating the data. Since the researcher was dealing with juveniles, the participants affected during the interview were referred for counselling within the institution through the help of the available psychologists.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION & INTERPRETATION**

#### **4.1. Introduction**

This chapter highlights the findings of the study. The data gathered during the study was cleaned, coded, and analysed using Statistical Package for Social Scientists (SPSS) software version 24. The researcher presented the results in the form of frequencies and percentages using tables, pie charts, bar graphs, and cross tabs to explain correlations between variables. A total of one hundred and thirty-five (135) participants participated in the study. At the end of the session, the participants had filled out one hundred and thirteen (113) questionnaires. Eighty-nine (89) of the questionnaires were filled out by Borstal inmates from Shimo La Tewa and Kamae girls' Borstal Institution, nineteen (19) by Prison Officers, and six (6) by Welfare Officers both from Shimo La Tewa Borstal Institution. Later, twenty-one (21) Borstal inmates participated in the scheduled Focused Group Discussions.

#### **4.2. General Information**

This section provides demographic data about the research participants.

##### **4.2.1. Sex of the Participants**

The total number of Borstal inmates the researcher interviewed was 89, of which 83, an equivalent of 93.3%, were males from Shimo la Tewa, who were the majority. However, the remaining 6 (6.7%) were from Kamae Borstal Institution, as shown in Table 4.1 below. The male Borstal institution inmates were from Shimo La Tewa and Shikusa Borstal Institutions.

Table 4.1: Sex of the participant

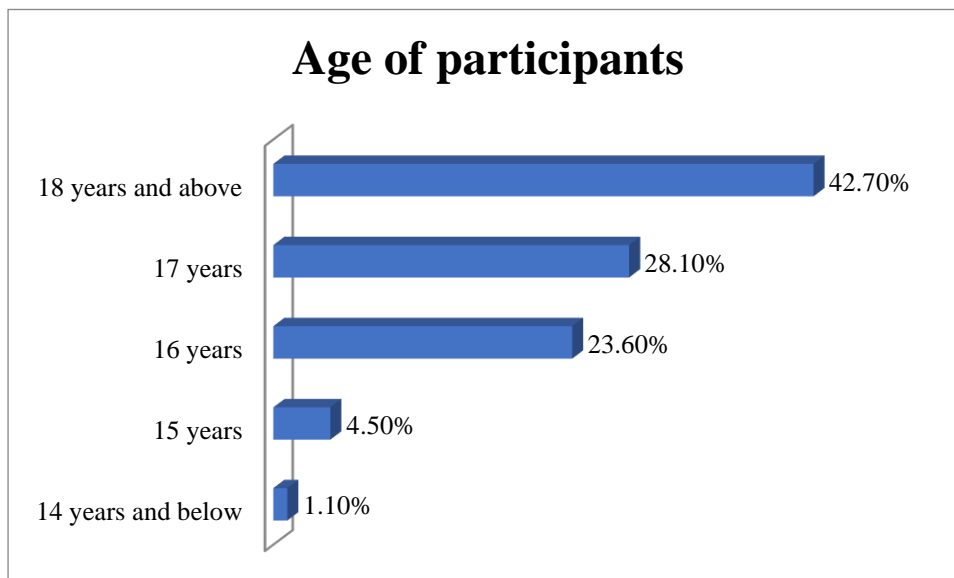
<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	83	93.3%
Female	6	6.7%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

##### **4.2.2. Age of the Participants**

Most of the Borstal inmates interviewed were in the age bracket of 15 and 18 years and above at 42.70%, while the minority at 1.10% were 14 years and below. Section 2 of Borstal

institutions Act Cap 92 Laws of Kenya refers to a youthful offender as “a person who has been convicted of an offense punishable with imprisonment and has been found by the court, at the time of such conviction, to have attained the age of fifteen (15) years but to be under the age of eighteen (18) years”. The Borstal institutions Act highlighted above implies that Juvenile offenders committed at Borstal institution must have attained the age of 15 years and are less than 18 years old. The results show that some inmates are 14 years and below, and those that are 18 years and above. This might be attributed to some juvenile offenders coming from dysfunctional and unstable families, such as street children who lack statutory documentation of their exact age. Such offenders are subjected to medical age assessment based on an approximation of probable age and not necessarily accurate. Another possibility is that those who have attained majority age and are still found at the Borstal institution are there due to the statutory requirement that they serve for three years. Therefore, a 17-year-old offender committed to a Borstal institution remains at the facility until they attain 21 years despite having attained the maximum age for Borstal delinquents.

The results are shown in the Bar graph below.



*Figure 4.2: Age of the participants*

#### **4.2.3. Education Level of the Participants**

Most of the participant's education level before committal to Borstal institution was grade 5 - 8 at 53.9%, while the minority were pre-primary dropouts at 2.2 %, as shown in Table 4.2

below. None of the inmates interviewed had completed form four at the time of commitment to the institution.

Table 4.2: Education level of the participants

Education	Frequency	Percent
Pre-Primary	2	2.2
Grade 1-4	13	14.6%
Grade 5-8	48	53.9%
Form 1-2	13	14.6%
Form 3-4	13	14.6%
<b>Total</b>	<b>89</b>	<b>100%</b>

#### 4.2.4. Religion of the Participants

Most of the participants interviewed were Christians at the frequency of 66, an equivalent of 74.2%, while one participant was a Hindu at 1.1%. Participants who were Muslims were 22, an equivalent of 24.7%, as depicted in the pie chart below.

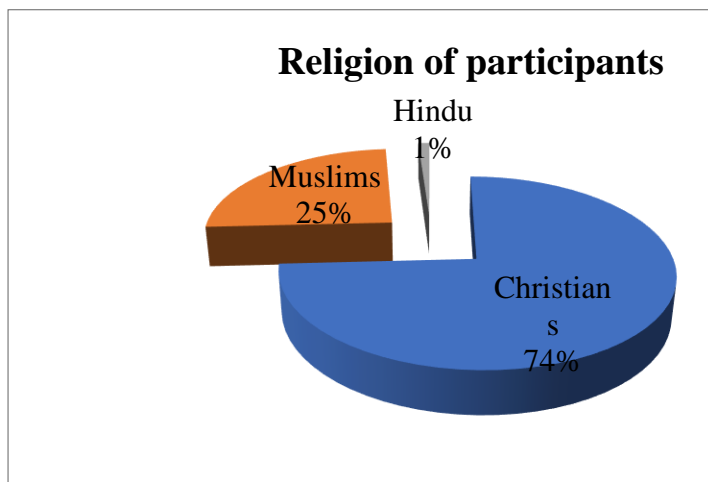


Figure 4.3: Religion of the participants

#### 4.2.5. Ethnicity of the Participants

There were 17 different ethnicities of the participants that were interviewed. The majority of the participants were from Luhya land at a frequency of 20 (5.4%), Kikuyu ethnicity at a frequency of 15 (4.1%), Kamba ethnicity at a frequency of 12 (3.2%), and minorities were participants from Chonyi, Maasai, Swahili, Ogadeu, and Pemba at a frequency of 1 (2.2%), respectively. This is shown in Table 4.3 below.

Table 4.3: Ethnicity of the participants

<b>Ethnicity</b>	<b>Frequency</b>	<b>Percent</b>
Borana	2	.5%
Chonyi	1	.3%
Digo	3	.8%
Girama	5	1.4%
Kalenjin	3	.8%
Kamba	12	3.2%
Kikuyu	15	4.1%
Luhya	20	5.4%
Luo	3	.8%
Maasai	1	.3%
Meru	8	2.2%
Mswahili	1	.3%
Ogadeu	1	.3%
Pemba	1	.3%
Somali	3	.8%
Taita	8	2.2%
Taveta	2	.5%
Tatal	2	.5%
<b>Total</b>	<b>370</b>	<b>100.0%</b>

#### 4.2.6. Family type of the Participants

A considerable number of the participants interviewed were from nuclear families at 43.8%, followed by single-parent families at 40.4 %, extended families at 14.6%, and the minority were orphans at 1.1%. Most of the participants from nuclear families claimed to live with a stepfather or mother because their parents were separated, and they had to move and stay with one parent.

This is depicted in the bar graph below.

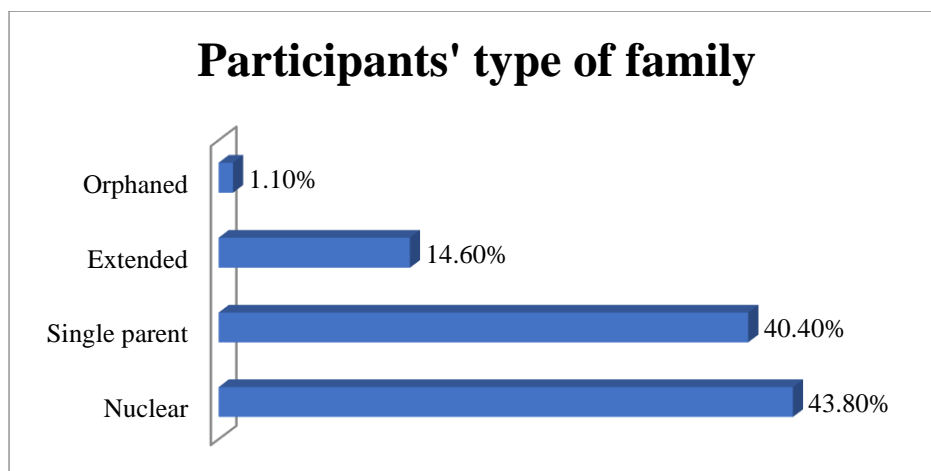


Figure 4.4: Participants type of family

#### 4.2.7. Number of Siblings of the Participants

Most participants (43.8%) had one to three siblings, while 28.1% of study participants had five to ten siblings. The remaining participants (1.1%) had no siblings. This is shown in table 4.4 below.

Table 4.4: Number of siblings of participants

Siblings	Frequency	Percent
0	1	1.1%
1-3	39	43.8%
4-5	22	24.7%
5-10	25	28.1%
10-above	2	2.2%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

#### 4.2.8. Duration Participants has been in Borstal Institution

About 35% of the participants interviewed had been in Borstal institutions between one to five months. However, another 8% had been in Borstal institutions for two to three years. This is as shown in the pie chart below. The maximum period an inmate is expected to spend at Borstal institution, according to the Borstal Act CAP 92, is three years.

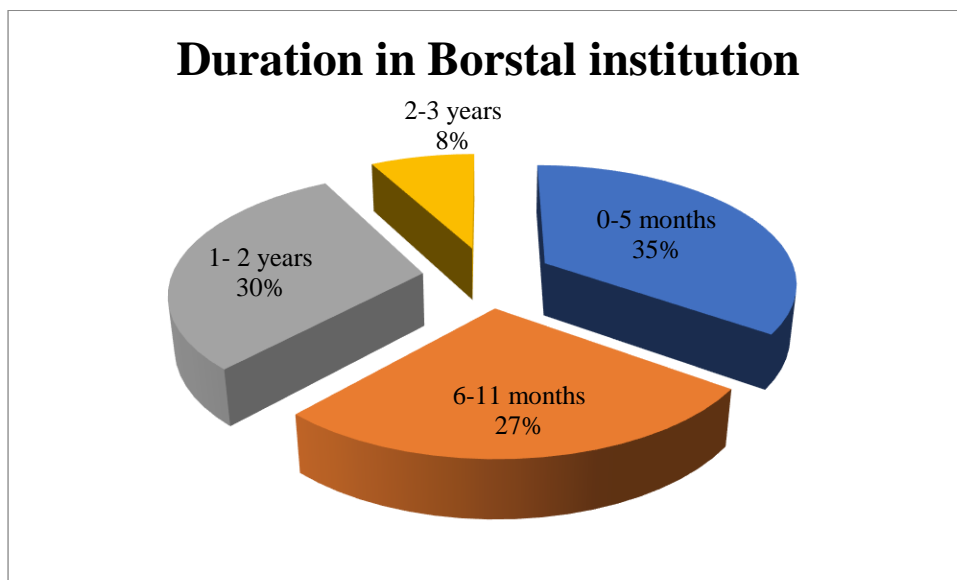


Figure 4.5: Duration participant has been in Borstal Institution



### **4.3. Responses from Key Informant Guide, Prisons and Welfare officers**

#### **4.3.1. Responses from Key Informant Guide**

Key Informant Guide general questions for the Borstal inmates were administered by the researcher and discussed freely, and sessions were recorded in a notebook both by the rapporteur and the researcher. The five questions that tested the relationship the Borstal inmates had with their caregivers/parents included; who do you think you can share your biggest secret with freely without fear; what are the challenges of relationship you were facing with your parent(s)/guardian; what have you ever dreaded to tell your parent(s)/guardian if given an opportunity; what don't you like about your parents (s)/guardian and what don't you like about yourself. The majority of the female Borstal inmates who participated in the Focused Group Discussion, five (5) out of seven (7) at Kamae Borstal institution, said they would share their biggest secret with their mothers, while ten (10) out of fourteen (14) males claimed that they would share their secrets freely with friends, probably because boys spend a lot of time with their peers while girls their mothers.

The incapacity of fathers to provide, alcohol abuse and neglect, the remarrying of mothers, prostitution as a way to earn a living, and the daily trips to the market were the concerns of most of the participants when asked about their challenges while living with their parents.

Significant issues revealed during the probe were parental separation and bad relationships between children and stepparents. The parents of most of the participants were separated and had new relationships and more children. Consequently, many participants found themselves without a family as parents shifted their attention to the new families. However, some neither fit with their fathers' family nor their mothers' due to poor relations with step-parents. Ultimately, the incapacitation of fathers in provisional terms, their substance abuse tendencies, neglect, and the busy nature, movement, and the engagement of mothers in prostitution coupled with familial separation culminated in the lack of basic needs for several participants. However, lacking school fees significantly contributed to high school dropout rates because the participants could wait for months for school fees, leading to difficulties in catching up with others, and ultimately, they performed poorly in school. Lacking school fees also resulted in casual labour; "working in the *"shambas,"* selling water, hawking, and housework for girls.

Many participants who stayed with their grandparents claimed they did not get sufficient parental love and support, and hence, a poor relationship developed between them and their

caregivers. As a result, some left home to stay with their friends, while others became street urchins. Many participants acknowledged spending a lot of time with their peers who encouraged them to engage in criminal activities. Interestingly, the coexistence with relatives exposed the inmates to low-quality experiences where 20 % of the participants lacked basic needs, 13.3% had a poor bad relationship with step-parents, and 8.1% were overworked with house chores, which were shared in Focused Group Discussion. However, the ailing of parents and lack of hospital/treatment services were the challenges experienced by a few participants (0.7%), as shown in Table 4.5 below. The results related to the response many prison officers gave when the researcher inquired about Borstal inmates' parenting challenges. Absentee parents were at 19.6%, poverty at 17.4%, and single-parenthood and dysfunctional families at 10.9%.

The study found that poverty and dysfunctional family were some of the significant challenges experienced by Borstal inmates as they stayed with their caregivers. Dysfunctional families result from poor child-step-parent relationships, separation, and parental absenteeism. That said, poverty incapacitated fathers in provisional terms and promoted prostitution and child labour (hawking) for a living.

Table 4.5: Challenges experienced while staying with parents

<b>Challenges</b>	<b>Frequency</b>	<b>Percent</b>
Lack of basic needs (education, food)	27	20.0%
Violence at home	6	4.4%
Bad relationship with step- parents	18	13.3%
Belittled (compared to others)	4	3.0%
Punishment	5	3.7%
Restricted interaction with others	7	5.2%
Mockery from peers (due to single parent family)	3	2.2%
Alcohol parents	5	3.7%
Drug abuse	5	3.7%
Overworked with house chores	11	8.1%
Assaulted by step-parents	3	2.2%
Parents busy	5	3.7%
Ailing of parents	1	.7%
Demise/death of parents	4	3.0%

Several participants acknowledged that they would dread telling their parents about their preferred treatment or cases of maltreatment. The research participants said they dreaded

telling their parents that they felt unloved because of being treated differently compared to their siblings, like in an instance where they were not bought things like their siblings, were compared, and often reminded of how they did not deserve anything. In the study, the idea of a preferred treatment instigated engagement in crime because adolescents often turned to stealing to get their preferred material things and enjoy life like their siblings or stepchildren who received substantial parental care. Some participants admitted joining peer groups as an escape from familial maltreatment because they got a sense of belonging while interacting with their peers as opposed to their biological parents and close relatives. Interestingly, many participants who claimed to belong to various peer groups acknowledged that they stemmed from families with a step-parent.

The participants reported that they disliked their caregivers' disciplining approaches involving merciless beatings. Although parents and caregivers adopted the approach to discourage offending and facilitate behavioural changes, the move only worsened things. Accordingly, some inmates had sustained severe injuries ranging from burns on fingers to marks they got through thorough beating experiences after stealing. In other instances, no physical marks would be left as a reflection of the violence experienced by adolescent delinquents. However, the participants affirmed that they often had to deal with the denial of food as a form of punishment for their misbehaviour, and they detested the move because it made them more vulnerable and, at times, made them steal food items to quench their hunger. Ultimately, the participants acknowledged that poor child-parent relationships led to self-blame. Accordingly, such individuals believed they actively contributed to their lock up at the Borstal institute and were solely to blame.

#### **4.3.2. Responses from Prisons and Welfare Officers**

Prison and welfare officers' participants participated by filling out the questionnaires of open and closed-ended questions. They affirmed that including parenting programs as part of Borstal training is a way of mending the relationship between the inmates and their parents and caregivers, especially where the relationship was already broken. The rationale for the claim, as mentioned earlier, is that Welfare officers acknowledged that some Borstal inmates served because their parents wanted them to be there for rehabilitation, a scenario that affirmed poor child-parent relationships. Also, most of the prison officers interviewed felt that incorporating parenting programs at the Borstal institutions would make a difference to the inmates, while 15.8% felt that it would not make any difference.

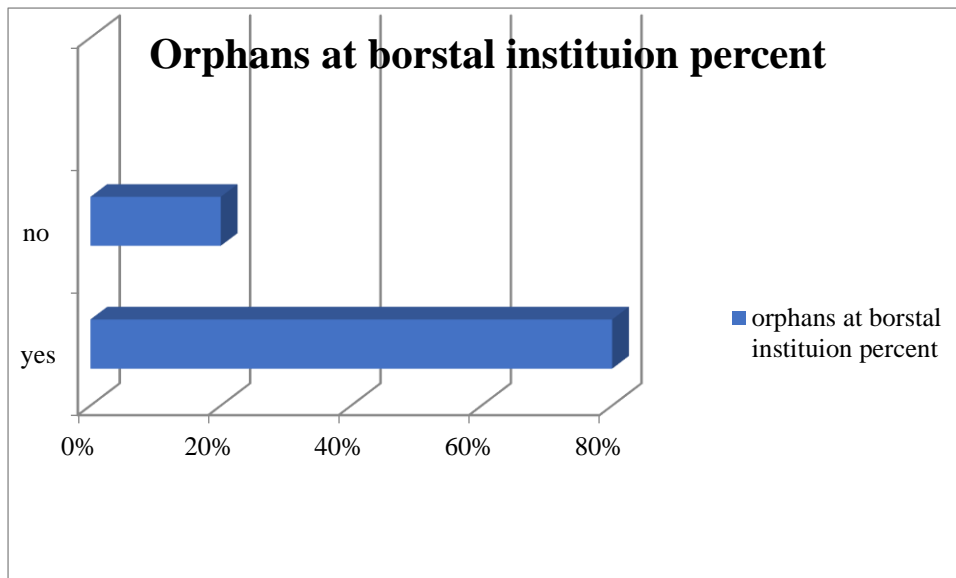
The prison officers who supported the incorporation of parenting programs in Borstal institutions stated that a parenting program would help in the rehabilitation and reintegration of the inmates at 26.1%, enable interaction between parents and Borstal institution inmates at 17.4%, create awareness of parenting at 17.4%, ease anxiety among the inmates at 8.7%, minimize absconding of duties at 8.7%, build trust between parents and inmates at 8.7%, and would create a bond between parents and inmates at 8.7%. Nevertheless, the majority of the prison officers stated that in Borstal institutions, there were no programs that had incorporated parenting at 52%, while 47.4% felt that Borstal institutions had incorporated parenting programs, as shown in Table 4.6 below.

Table 4.6: Parents programs involved in the institution

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	80	89.9%
No	3	3.4%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

The programs that included parenting were open days/parents day at 20.8%, aftercare service 16.7%, guidance/counselling and family conference at 8.3%, respectively, and sporting activities at 4.2%.

The majority of the welfare officers' participants, an equivalent of 80%, mentioned that there were total orphans in the Borstal institution who were not visited. 40% of the participants agreed that they assisted them by providing basic needs and facilitating communication with their relatives. A few welfare officers' (20%) noted that they assist them by organizing remote parenting with relatives. The results are shown in the bar graph below.



*Figure 4.6: orphans at Borstal institution*

The officers interviewed proposed programs to enhance the existing Borstal institutions' parenting programs. The proposed programs are guidance and counselling at an equivalent of 27.3%, remote parenting at 21.2%, psycho-social support at 9.1%, community involvement and sensitization at 12.1%, promoting positive play and interaction at 12.1%, parents day at 6.1%, religious programs, frequent visitation, and family conference at 3.0% respectively.

Although the interviewed prison officers stated some challenges that Borstal institution inmates faced, which included absent parents at 19.6%, poverty at 17.4%, single parenthood and dysfunctional families at 10.9%, uncontrolled use of technology at 8.7%, lack of parent-child bond at 6.5%, hostile home environment, divorce, orphanage, and lack of supervision by probation officers, negligence at 4.3% respectively, and peers pressure and ignorance at 2.2%, interventions were necessary to handle the issues. Although the Borstal institutions provided basic needs at 40%, communication to parents/guardians at 40%, and carried out remote parenting at 20% for the inmates, more parental inclusion was necessary for better delinquency outcomes.

#### **4.4. Parenting style on delinquent behaviour among Borstal institution inmates in Kenya**

The focus of this research was to establish the effect of parenting approaches on wrong doing among Borstal institution inmates in Kenya. There were three objectives; to establish the influence of parenting style on crime among Borstal institution inmates in Kenya, to examine

the influence of parenting style on drug & substance abuse among Borstal institution inmates in Kenya, and to gauge the impact of parenting style on school dropout among Borstal institution inmates in Kenya. The research questions in the study were, how does parenting style influence crime among Borstal institution inmates in Kenya? How do parenting styles influence drug and substance abuse among Borstal institution inmates in Kenya? How does parenting style influence school dropout among Borstal institution inmates in Kenya?

The research was based on the following research hypothesis statements: (1) H0: there is no significant relationship between parenting style and crime among Borstal institution inmates in Kenya (2) H1: there is a significant relationship between parenting style and crime among Borstal institution inmates in Kenya (3) H0: there is no significant relationship between parenting style and drug abuse among borstal institution inmates in Kenya (4) H1: there is a significant relationship between parenting style and drug abuse among borstal institution inmates in Kenya (5) H0: there is no significant relationship between parenting style and school dropout among borstal institution inmates in Kenya (6) H1: there is a significant relationship between parenting style and school dropout among borstal institution inmates in Kenya

#### **4.4.1. Influence of Parenting Style on Crime among Borstal institutions Inmates**

The various offenses committed by Borstal inmates and the influence of parenting styles on crimes among the inmates were part of the objectives for this study. The findings unveiled that 49.4% of the participants interviewed had stolen, 12.4% possessed narcotic drugs, and 10.1% had been involved in sexual offenses. However, only a few participants had been found possessing illicit liquor (chang'aa) or had committed stock theft, unnatural offenses, or offenses against the forest (setting fire). Also, only a few inmates had been involved in a robbery with violence, creating a disturbance, and threatening to kill. The results were supported by the findings of Saleem, Mahmood and Daud (2017), which stated that Pakistani youth, specifically those from Karachi, were kept in custody for snatching or stealing mobile phones, robberies, and other petty crimes. More than half of the participants interviewed (56.2%) disclosed that they were first-time offenders, while 41.6% admitted to being repeat offenders.

The table below shows the frequencies and percentages of fifteen different types of offenses committed by the participants interviewed.

Table 4.7: Offences committed by Borstal inmates

<b>Types of offences</b>	<b>Frequency</b>	<b>Percent</b>
Assault	4	4.5%
Stealing	44	49.4%
Being in possession of narcotic drugs	11	12.4%
Being in possession of illicit liquor (chang'aa)	1	1.1%
Handling stolen property	2	2.2%
House breaking (breakings)	6	6.7%
Stock theft	1	1.1%
Defilement/sexual offences	9	10.1%
Unnatural offence	1	1.1%
Malicious damage to property	3	3.4%
Offences against foresting (setting fire)	1	1.1%
Robbery with violence	1	1.1%
Trafficking drugs	3	3.4%
Creating disturbance	1	1.1%
Threatening to kill	1	1.1%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

Several Borstal inmate participants were also truants who had run away from school and home and lost the opportunity to concentrate or complete their education. However, others had offended due to peer influence. The study's results affirmed that 62.9% of the inmates lived outside the home environment, while the remaining 37.1% stayed with their parents, as shown in table 4.8 below.

Table 4.8: Borstal inmates lived outside home environment

<b>Inmates</b>	<b>Frequency</b>	<b>Percent</b>
Yes	56	62.9%
No	33	37.1%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

The results also revealed that after running away from home, the majority of the inmate participants lived with their relatives and others lived with their friends, an equivalent of 23.6% and 15.7%, respectively, lack of basic needs (food, shelter, education) an equivalent of 21.6%, lack of parental support and guidance at 18.7% and finding themselves engaged in crime (delinquency) to survive at 10.4% were the challenging everyday experiences while living outside the home environment.

This research objective was based on two hypothesis statements (1) H0: there is no significant relationship between parenting style and crime among Borstal institution inmates

in Kenya (2) H1: there is a significant relationship between parenting style and crime among Borstal institution inmates in Kenya.

The tables 4.9, 4.10, 4.11, 4.12, below shows cross tabulation and Chi-square tests between parenting styles and Borstal inmate's committing other offences before

Table 4.9: Cross tabulation and Chi-square test between authoritative parenting style and Borstal inmate's committing other offences before

<b>Authoritative parenting style</b>	Has the inmate parents been responsive to their feelings/needs						
Has the B.I inmate been charged with other offences before		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
	Yes	2	3	13	16	4	37
	No	6	7	17	14	7	51
	Total	<b>8</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>11</b>	<b>89</b>

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.870 <sup>a</sup>	12	.866
Likelihood Ratio	7.335	12	.835
Linear-by-Linear Association	.404	1	.525
N of Valid Cases	89		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .09.

The borstal institution inmates still committed other offences before even when the parents were being responsive to their feelings and needs. The relationship between authoritative parenting style and borstal inmate's committing other crimes before was not statistically significant. ( $X^2= 6.870^a$ ,  $df = 12$ ,  $P= 0.866$ )

Table 4.10: Cross tabulation and Chi-square test between authoritarian parenting style and Borstal inmate's committing other offences before

<b>Authoritarian parenting style</b>	Do the parents have final word						
Has the B.I inmate been charged with other offences before		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
	Yes	2	5	13	9	7	37
	No	3	11	15	9	13	52
	Total	<b>8</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>11</b>	<b>89</b>



### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.520 <sup>a</sup>	15	.849
Likelihood Ratio	8.335	15	.910
Linear-by-Linear Association	.022	1	.882
N of Valid Cases	89		

a. 16 cells (66.7%) have expected count less than 5. The minimum expected count is .02.

The borstal institution inmates still committed other offences before even when the parents were firm; their word was final. The relationship between authoritarian parenting style and borstal inmate's committing other crimes before was not statistically significant. ( $X^2 = 9.520^a$ ,  $df = 15$ ,  $P = 0.849$ )

Table 4.11: Cross tabulation and Chi-square test between permissive parenting style and Borstal inmate's committing other offences before

Permissive parenting style	Do parents give into inmate whenever they cause a commotion						Total
		Never	Rarely	Sometimes	Often	Always	
Has the B.I inmate been charged with other offences before	Yes	16	7	10	3	1	37
	No	33	7	10	2	0	52
	Total	<b>49</b>	<b>14</b>	<b>20</b>	<b>5</b>	<b>1</b>	<b>89</b>

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.845 <sup>a</sup>	12	.924
Likelihood Ratio	6.935	12	.862
Linear-by-Linear Association	.649	1	.420
N of Valid Cases	89		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .01.

The relationship between permissive parenting style and borstal inmate’s committing other crimes before was not statistically significant. ( $X^2= 5.845^a$ ,  $df = 12$ ,  $P= 0.924$ )

Table 4.12: Cross tabulation and Chi-square test between neglectful parenting style and Borstal inmate’s committing other offences before

<b>Neglectful parenting style</b>	Are the inmates parents always busy						<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Has the B.I inmate been charged with other offences before	Yes	1	8	17	2	9	37
	No	2	9	19	14	8	52
	<b>Total</b>	<b>3</b>	<b>17</b>	<b>36</b>	<b>16</b>	<b>17</b>	<b>89</b>

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.748 <sup>a</sup>	12	.317
Likelihood Ratio	14.016	12	.300
Linear-by-Linear Association	.074	1	.786
N of Valid Cases	89		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .03.

The relationship between Neglectful parenting style and borstal inmate’s committing other crimes before was not statistically significant. ( $X^2= 13.748^a$ ,  $df = 12$ ,  $P= 0.317$ )

The study found no correlation between authoritative, authoritarian, permissive and neglectful parenting styles and crimes committed by Borstal inmates. The study accepts the null hypothesis because there was no correlation between parental practices and criminal behavior among inmates of borstal institutions. However, the sentiments from cross-tabulation tables above indicate that other intervening factors influenced the children's behaviour, not parenting style alone. The environment and peer groups significantly influenced the involvement in crime among Borstal institution inmates since many participants (62.9%) lived outside their home, and the remaining bit was often under peer influence except for a few. The reason for living outside the home environment included (1) the demise of parents, (2) poor family relationships and conflicts, (3) Drug abuse, (4) dropping out of school, (5) poverty, and (6) severe disciplining from parents. However,

12.9% of the inmates had left their homes due to conflicting relationships with their stepparents.

Living outside the home environment came with several challenges to the participants, and this included: poverty (lack of basic needs) at 21.6%, lack of parental love and care at 18.7%, engaging in crime at 10.4%, idleness at 5.2%, abusing drugs at 3.7%, among others. From the Key Informant Guide results, the findings unveiled that the lack of provision by fathers, alcohol abuse, and neglect had a toll on youngsters. Children also suffered when their mothers got busy, often remarried, or were involved in prostitution. Parental separation and having a poor relationship with step-parents also made children lack basic needs, and some shifted to stay with their relatives/ grandparents who were already aged and could not give enough parental love and support. However, some children had run away from home to stay with friends, others grew up on the streets while their counterparts spent time with their peers who influenced them to participate in criminal activities.

The results showed parental neglect and absenteeism in the lives of Borstal inmates, which is in line with the findings of (Mambende et al., 2016; Kimingiri, 2015; Baffour & Abass, 2016) that indicated that juvenile crime is facilitated by broken households, a lack of parental attachment, the authoritarian parenting approach, and poverty. Most of the prison officers (19.6%) outlined absentee parents, poverty (17.4%), dysfunctional family (10.9%), and single-parent families (10.9%) as the significant parenting challenges facing Borstal inmates.

#### **4.4.2. Influence of parenting Style on Drug and Substance Abuse among Borstal institution inmates**

The questions tested the level of awareness, use of drugs & substances, and how parenting influences drug & substance abuse among Borstal institution inmates.

The drugs/substances found to be popularly known among Borstal inmates were Cannabis/Bhang at a frequency of 86 (23.9%), Cigarette/Tobacco/Kuber at a frequency of 71 (19.7%), and Chang'aa/Alcohol at a frequency of 70 (19.4%). The participants mentioned the drugs and substances they were aware of, as shown in table 4.13 below.

Table 4.13: drugs and substance that you know/have come across

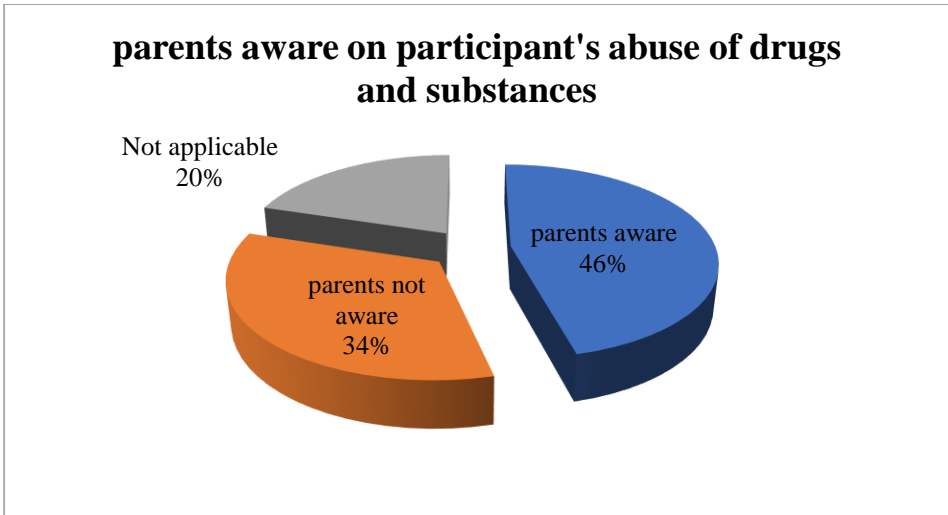
<b>Drugs and substances</b>	<b>Frequency</b>	<b>Percent</b>
Cannabis/bhang	86	23.9%
Cocaine	29	8.1%
Heroin/brown sugar	14	3.9%
Chang'aa/Alcohol	70	19.4%
Khat/Miraa	47	13.1%
Cigarette/tobacco/kuber	71	19.7%
Cosmos	15	4.2%
Shisha	2	.6%
Muguka	15	4.2%
Amitriptyline (Prescribed drugs)	8	2.2%
Mandrax	3	.8%
<b>Total</b>	<b>360</b>	<b>100.0%</b>

Out of 89 participants interviewed, 81% abused drugs and substances, while 19% had never abused drugs and substances, and of those who have abused drugs & substances, 52% have used them over the years, and 20% had used them for many months. The leading drugs and substances being abused were; cannabis at 32%, khat/miraa at 16%, cocaine at 11%, heroine and cigarette at 9%, and alcohol at 8.5%. The least abused drug among Borstal inmates was Amitriptyline (prescribed drug) at 0.5%, affirming that most participants have abused more than one type of drug as reported by NACADA and KIPPRA (2019).

Table 4.14: Inmates used any of the drugs/substances mentioned

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	72	80.9%
No	17	19.1%
<b>Total</b>	<b>89</b>	<b>100.0%</b>

A good number of the research participants (46.1%) stated that their parents were aware that they were abusing drugs and substances, while 33.7% affirmed a lack of awareness by their parents that they engaged in drug abuse, a scenario shown in the pie chart below.



*Figure 4.7: parents' awareness on participants' drug and substances abuse*

On those whose parents were aware of their drugs and substance abuse tendencies stated that almost a third 30.1% of the parents asked them to stop consuming drugs, a few never reacted (6.5%) while 5.4% punished them, and the others (1.1%) quarrelled, and sent them away from home at 1.1%. The study unveiled that illegal substances are often consumed in hiding due to their illegal nature, making it hard for caregivers to know that their children consumed them. The research findings also unveiled that the participants used expensive perfumes to conceal the smell of cannabis after use. The participants also admitted that 68.5% of close family members abused drugs while others (31.5%) did not. The results affirm that family heavily influenced the participants to engage in drug and substance abuse, sentiments supported by Berge et al., in (2016).

In addition, there was a 49.4% tie between participants who had ever been sent to buy drugs and participants who had never been sent. Adolescents were sent to buy drugs and substances by friends (20.0%), neighbours (10.1%), fathers(8.9%), and relatives (5.6%).The participants stated that they would get hallucinations, get involved in crime, battle drug addiction and other health issues, become violent, perform poorly at school performance and eventually drop out of school. As a result, the inmates indicated that they would like to be sensitized on the effects of drugs and substance abuse to know how to recover from addiction.

This research objective was based on two hypothesis statements (1) H0: there is no significant relationship between parenting style and drugs & substances among Borstal

institution inmates in Kenya (2) H1: there is a significant relationship between parenting style and drugs & substances among Borstal institution inmates in Kenya.

The tables 4.15, 4.16, below shows cross tabulation and Chi-square tests between parenting style and Borstal inmate's use of drugs and substances

Table 4.15: Cross tabulation and Chi-square test between authoritarian parenting style and use of drugs and substances among borstal inmates

<b>Authoritarian parenting style</b>	Parents not approachable/ harsh						<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Have you used any of the drugs you mentioned	Yes	5	11	24	17	14	72
	No	3	1	11	0	2	17
	<b>Total</b>	<b>8</b>	<b>12</b>	<b>35</b>	<b>17</b>	<b>16</b>	<b>89</b>

### Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.796 <sup>a</sup>	5	.056
Likelihood Ratio	13.708	5	.018
Linear-by-Linear Association	.254	1	.614
N of Valid Cases	89		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .19.

The findings show that when parents were distant and severe, inmates of borstal institutions used drugs more frequently and always. There was a statistically significant link between an authoritarian parenting style and drug and substance usage among borstal inmates. ( $X^2=10.796^a$ ,  $df = 5$ ,  $P= 0.056$ )

Table 4.16: Cross tabulation and Chi-square test between neglectful parenting style and use of drugs and substances among borstal inmates

<b>Neglectful parenting style</b>	Are inmate parents always busy						<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Have you used any of the drugs you mentioned	Yes	1	11	32	14	14	72
	No	2	6	4	2	3	17
	<b>Total</b>	<b>3</b>	<b>17</b>	<b>36</b>	<b>16</b>	<b>17</b>	<b>89</b>

### Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.239 <sup>a</sup>	4	.055
Likelihood Ratio	7.898	4	.095
Linear-by-Linear Association	3.127	1	.077
N of Valid Cases	89		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .57.

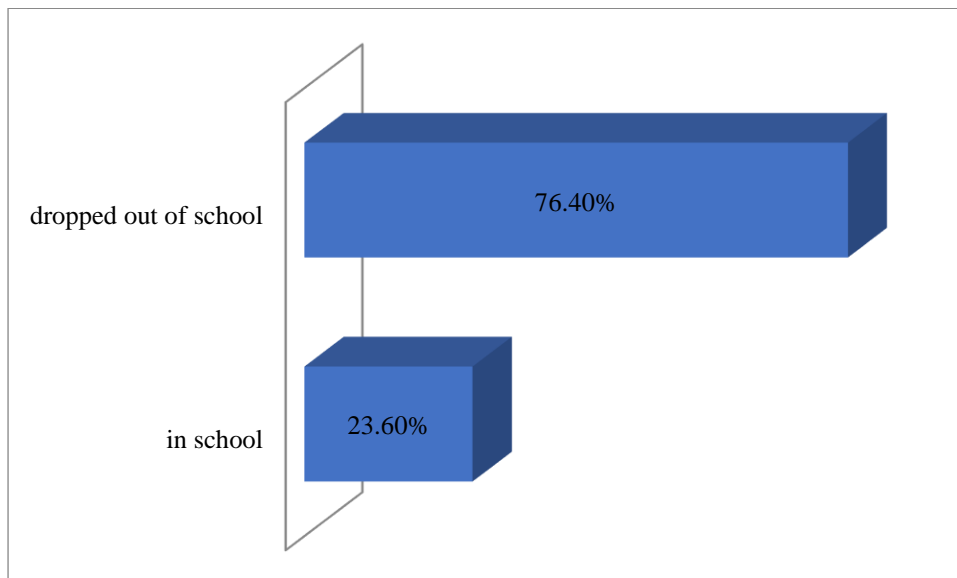
The findings show that children are not closely watched when parents are busy, which leaves room for them to take drugs. Neglectful parental behavior and drug and alcohol use among inmates of borstal institution were statistically significantly correlated. ( $X^2= 9.239^a$ ,  $df = 4$ ,  $P= 0.055$ )

The above findings indicates a positive association between authoritarian and neglectful parenting approaches and abuse of drugs, implying that parents pushed participants to seek refuge in drugs and substance abuse or as a way of rebelling against harsh parents. Thus, unaccommodating parents might have pushed the Borstal inmates to the hands of peers whom they easily accessed and bonded with. Many key informant guide participants said that severe discipline or constant beating is what they didn't like from their parents/step-parents/caregivers, and it only drove them away from home. Several participants said their parents sometimes (41.6%) and often (29.2%) used a cane when disciplining them. Several participants also acknowledged that their parents often exploded in anger when they were unhappy with their behaviour.

A parent always busy was an indication of absence in a child's life and rarely spending time with their children, creating space for them to abuse drugs and substances. Several participants said that their parents rarely (30.3%) and sometimes (28.1%) made inquiries about their interests and likes. There was no positive correlation between authoritative parenting styles ( $X^2= 8.350^a$ ,  $df = 5$ ,  $P= 0.138$ ) and permissive childrearing styles ( $X^2= 4.362^a$ ,  $df = 4$ ,  $P= 0.359$ ) and drug use among Borstal inmates.

#### 4.4.3. Influence of Parenting Style on School Dropout among Borstal Inmates

The questions tested the level of school dropout among Borstal inmates and the influence of parenting styles on their education. Most participants were enrolled in a formal school at 98.9%, while a minority at 1.1% had never been enrolled in a formal one. This indicates that parents enrolled their children in school and probably wanted to see them go through formal education. The participants admitted that by the time they were being admitted to The Borstal Institution, they had dropped out of school at 76.4% as the results from Kenya's official data showed that out of the 1,312,100 pupils who enrolled for school in 2007, only 880,500 (67%) sat the final exam in 2014 ([www.dailyafrica.com](http://www.dailyafrica.com)).



*Figure 4.8: Participants drop out from school*

The majority of the inmate participants at a frequency of 38 (42.7%) were never supported to do homework by their parents or caregivers. Others at a frequency of 23 (25.8%) were sometimes supported to do homework, and very few inmates, at a frequency of (7.9%), were always supported in handling their homework. The response also shows that many parents were always available at school meetings at 36% and sometimes at 24.7%.

Several inmate participants sometimes found their parents at home at a frequency of 37 (41.6%), always at a frequency of 22 (24.7%), often at a frequency of 11 (12.4%), and minority at a frequency of 9 (10.1%) never found their parents at home. The results indicated



that many parents 41.6% were sometimes found at home, although they concentrated on other activities like taking care of other siblings or working hence failing to assist their children with homework. Although 36% of the parents made an effort to attend compulsory school meetings, they did not fully support their children due to their numerous engagements.

Table 4.17: parents/guardian supporting the inmate with homework

<b>Response</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
Frequency	38	10	23	11	7	<b>89</b>
Percentage	42.7%	11.2%	25.8%	12.4%	7.9%	<b>100.0%</b>

The research results unveiled that 28.1% of inmate participants never got an opportunity to discuss challenges they faced at school with parents or guardians. 27% sometimes got an opportunity; very few, about 7.9%, always got the chance to discuss school challenges with their parents, as shown in Table 4.18 below.

Table 4.18: Inmate gets opportunity to discuss challenges they face at school with parents/guardians

<b>Response</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	<b>Total</b>
Frequency	25	16	24	16	7	<b>89</b>
Percentage	28.1%	18.0%	27.0%	18.0%	7.9%	<b>100.0%</b>

The inmates stated that 42.7% of their parents never supported them with homework, while 27% confirmed that the parents sometimes attended school meetings. However, 46.1% of the participants stated that their parents always paid school fees, and they found them at home upon returning from school and sometimes discussed school matters with them.

Surprisingly, several participants, an equivalent of 66.3%, were not enrolled back to formal education upon being committed to Borstal institution, while 33.7% (minority) were enrolled in formal schooling, especially vocational training.

This study objective was based on two hypothesis statements; H0: there is no significant relationship between parenting style and school dropout among borstal institution inmates in Kenya H1: there is a significant relationship between parenting style and school dropout among borstal institution inmates in Kenya.

The tables 4.19, 4.20, below shows cross tabulation and Chi-square tests between parenting styles and Borstal inmate's dropped out of school at the time they were brought to borstal institution.

Table 4.19: Cross tabulation and Chi-square test between neglectful parenting style and school dropout among borstal inmates

<b>Neglectful parenting style</b>	Inmates parents make time to inquire about their day						<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Inmate dropped out of school at the time they were brought to borstal institution	Yes	3	10	5	1	2	21
	No	10	9	25	18	6	68
	<b>Total</b>	<b>13</b>	<b>18</b>	<b>29</b>	<b>26</b>	<b>8</b>	<b>89</b>

### Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.237 <sup>a</sup>	4	.010
Likelihood Ratio	13.056	4	.011
Linear-by-Linear Association	3.387	1	.066
N of Valid Cases	89		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.89.

The findings show that when parents of Borstal offenders did not take the time to ask how their kids had been doing, they were able to slip away from school without the parents knowing. There is a statistical significant relationship between neglectful parenting style and school dropout among borstal inmates ( $X^2 = 13.237^a$ ,  $df = 4$ ,  $P = 0.010$ ).

Table 4.20: Cross tabulation and Chi-square test between authoritative parenting style and school dropout among borstal inmates

<b>Authoritative parenting style</b>	Inmates parents provide comfort and understanding when they are upset						<b>Total</b>
		<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>	
Inmate dropped out of school at the time they were brought to borstal institution	Yes	4	9	4	3	1	21
	No	11	18	26	9	4	68
	<b>Total</b>	<b>15</b>	<b>27</b>	<b>30</b>	<b>12</b>	<b>5</b>	<b>89</b>

## Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.300 <sup>a</sup>	4	.509
Likelihood Ratio	3.425	4	.489
Linear-by-Linear Association	.730	1	.393
N of Valid Cases	89		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.18.

The findings show that borstal offenders dropped out of school even when their parents consoled them and understood their distress. There was no significant relationship between authoritative parenting style and school drop among Borstal inmates ( $X^2= 3.300^a$ ,  $df = 4$ ,  $P= 0.509$ ). The results also indicate no correlation between school dropout among Borstal inmates and authoritarian ( $X^2= 4.729^a$ ,  $df = 4$ ,  $P= 0.316$ ) or permissive ( $X^2= 7.975^a$ ,  $df = 4$ ,  $P= 0.092$ ) parenting approaches.

The findings above indicate no association between any of the three parenting philosophies—authoritarian, permissive, and authoritative—and school dropout, but they do demonstrate a strong, statistically significant relationship between negligent parenting and school dropout.

Regardless of the parenting styles school dropout was still prevalent among Borstal institution inmates. This is probably an indication that there were other factors influencing school dropout. Several participants stated lack of school fees at 17.4%, did not understand anything in class (difficulty in learning) at 14.4%, bad company at 13.6%, drug addiction at 12.9%, bad relationship with teachers at 6.1%, involvement in crime at 4.5%, and lack of interest in school at 3.8% as some of the reasons they dropped out of school. Parents' failure to pay school fees because of poverty could have created a lot of time when the participants were chased out of school. Poverty at 17.4% was stated by prison officer participants as among the challenges facing Borstal inmates. The research findings compare to those of Mwingirwa (2016), which indicated that income influences dropout among secondary school students.

Most of the Key Informant Guide participants shared that they could stay out of school for many months as they waited for school fees to be paid, resulting to slow learning because, at the time of their return to school, they were behind the syllabus and could not catch up quickly with the rest at school. Some inmates (28.1%) stated that they were out of school for

more than two years, and another 22.5% were out for 1-2 years. Staying out of school for a long time also allowed for involvement in criminal activities, a sentiment supported by 36% of the research participants. The findings also unveiled that 19% of the inmates abused drugs, and 12% had bad company while away from school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

#### **5.1. Introduction**

This chapter summarizes of the research findings and makes conclusions and recommendations for the study. The last section of the chapter suggests areas for further studies.

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

The study's objective was to determine how parental practices affected the delinquent behavior of inmates in Kenyan borstal institutions under three specific objectives; the influence of parenting style on crime, on drugs and substance abuse, and on school dropout among Borstal inmates.

The first objective was to establish the influence of parenting style on crime among Borstal inmates in Kenya. Stealing (49.4%) was the most prevalent offense among borstal convicts and more than half of the participants interviewed (56.2%) disclosed that they were first-time offenders. The study's findings also confirmed that 62.9% of the inmates resided away from their homes (truants) and went to live with relatives and friends at 23.6% and 15.7%, respectively where they faced challenges of lack of basic needs (21.6%), no parental support (18.7%) and engagement in delinquent behaviours (10.4%). The objective was based on hypothesis statement; there is and there is no significant relationship between parenting style and crime among Borstal inmates in Kenya. The study found no correlation between authoritative, authoritarian, permissive and neglectful parenting styles and crimes committed by Borstal inmates. The study accepts the null hypothesis because there was no correlation between parental practices and criminal behavior among inmates of Borstal institutions.

The second objective was to examine the impact of parenting style on drug abuse among Borstal inmates in Kenya. The study found that 81% of Borstal inmates abused drugs. Cannabis/Bhang was the drug that was popularly known (23.9%) and popularly abused (32%) among Borstal inmates, 52% used them over the years. Additionally, the findings showed that 46.1% of inmates' parents knew they were using drugs, and 68.5% of immediate family members also used drugs. This objective was based on hypothesis statement; there is and there is no significant relationship between parenting style and drugs & substances

among Borstal inmates. The findings indicate a positive association between authoritarian and neglectful parenting approaches and abuse of drugs, but no link between drug usage among Borstal inmates and authoritative or permissive parenting.

The third objective was to determine the effect of parenting approach on school dropout among Borstal institution inmates in Kenya. According to the results, 98.9% of Borstal offenders were once enrolled in a formal school but had dropped out by the time they were admitted to the facility (76.4%). 42.7% of inmate participants never received parental assistance with homework, and 28.1% never had the chance to talk to their parents or guardians about difficulties they were having in school. This studies objective was based on hypothesis statement; there is and there is no significant relationship between parenting style and school dropout among Borstal institution inmates in Kenya. The results show that negligent parenting has a strong, statistically significant relationship with school dropout, but that none of the three parenting styles—authoritarian, permissive, and authoritative—are associated with school dropout.

### **5.3. Conclusions**

The study results unveiled that the inmates grew under the watch of several caregivers. At one point, all the participants lived with their parents. However, contemporary parental demands, poor relationships with parents, or their demise prompted them to live with relatives (primarily grandparents). On some occasions, youngsters fled home due to poor parenting to live with friends and peers, a scenario this study regarded as parental neglect.

The study found an influence of neglectful parenting and children's involvement in crime, in drugs and substance abuse and school dropout. When children's needs were neglected and left to live with other caregivers, the approach created room for them to engage in crime. Although some children turned to drugs out of parental neglect to meet their needs, others abused drugs because their relatives engaged in substance abuse. The study results unveiled the absence of parental support for a child's school needs as interplaying to make the drop out of school. Particularly, the absence of school fees, scant or no homework assistance, and poor communication made it difficult to discuss academic difficulties, which contributed to school dropout. Ultimately, all the mentioned factors instigated crime by creating room and avenues for Borstal inmates to involve themselves in criminal activities.

The study comes to the conclusion that regardless of the parenting style employed, criminality was still frequent among Borstal inmates and that parenting styles do not affect

delinquent behaviour; that additional intervening factors had a significant impact on juvenile delinquency.

#### **5.4. Recommendations**

This study recommends the following;

- Because some parents were responsible for their child's placement at the facility, the study discovered that borstal inmates harbor a great deal of hatred for their parents and that parents also do not want to be involved in their children's lives while they are at the institution. Therefore, the study suggests that including parents or guardians in therapeutic programs at Borstal institutions will aid in mending the relationship between Borstal inmates and their parents, thereby enhancing the process of rehabilitation and facilitating a smooth transition upon release.
- Inmates of Borstal institutions experience significant stigma in the family and in the community after their release. According to the report, they are known in the community by the nickname "the thief is back," and this hampers the Kenya Prison Service's goal of reintegrating them back into society. This study strongly suggests that in order to lessen stigma, family members and the community should be made aware of the rehabilitation, reintegration, and resettlement initiatives for ex-Borstal inmates.

#### **5.5. Suggestions for further studies**

This study suggests further research on parenting styles present among delinquents in Juvenile institutions. This study discovered that by the time inmates are brought into Borstal institutions, they have been raised by a variety of people, including parents at some point, relatives, friends, and people they have encountered on the streets, making it difficult to pinpoint the precise parenting style they experienced.

This study also suggests further research on therapeutic programs and involvement of parents at Borstal institutions.

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**APPENDIX I**  
**QUESTIONNAIRES**

I am Trizah A. Hadulo; a student at the University of Nairobi, pursuing a Master of Forensic Psychology and also a prison officer based at Prisons Headquarters.

I am studying the Influence of Parenting Styles on Delinquency among Borstal Institution Inmates in Kenya (Kamae Borstal Institution for girls in Nairobi County and Shimo La Tewa Borstal Institution for boys in Mombasa County).

The reason for collecting data is for academic purposes but also may give policy direction to Kenya Prisons Service. You are kindly requested to participate in this study voluntarily. All the information provided will be treated with the utmost confidentiality and will be strictly used for this research.

**SECTION A**

**Background Information**

You can Tick (√) or write down the information.

1. Gender (Tick (√))      Male [ ]      Female [ ]
  
2. Age (Tick (√))
  - a) 14 & below      [ ]
  - b) 15 years      [ ]
  - c) 16 years      [ ]
  - d) 17 years      [ ]
  - e) 18 & above      [ ]
  
3. Religion (Tick (√))
  - a) Christian      [ ]
  - b) Muslim      [ ]
  - c) Hindu      [ ]
  - Other \_\_\_\_\_
  
4. Education level (Before Committed to Borstal) (Tick (√))
  - a) Pre- Primary      [ ]
  - b) Grade 1-4      [ ]
  - c) Grade 5-8      [ ]
  - d) Form 1-2      [ ]
  - e) Form 3-4      [ ]
  
5. Ethnicity (Tick (√))

Kamba	[ ]	Kikuyu	[ ]	Luhya	[ ]	Meru	[ ]
Luo	[ ]	Kisii	[ ]	Kalenjin	[ ]		
Other	_____						

6. Type of family (Tick (√))
- a) Nuclear Family [ ]
  - b) Single Parent Family [ ]
  - c) Extended Family [ ]
  - d) Other \_\_\_\_\_
7. Number of siblings (Tick (√))
- a) 0 [ ]
  - b) 1-3 [ ]
  - c) 4-5 [ ]
  - d) 5-10 [ ]
  - e) 10- above [ ]
8. Number of Months/Years in Borstal Institution (Tick (√))
- a) 0- 5 months [ ]
  - b) 6-11 months [ ]
  - c) 1-2 years [ ]
  - d) 2- 3 years [ ]

**Part Three: History and Offences**

1. What was the offence you committed?  
 .....
2. Have you ever been charged with any other offences before? (Tick (√))
- a) Yes [ ]
  - b) No [ ]
  - i) If yes, what was the offence?  
 .....
3. Have you ever been committed to any other Juvenile Institution before? (Tick (√))
- a) Yes [ ]
  - b) No [ ]
  - i) If yes, which juvenile institution have you ever been committed to before?  
 .....
4. Where were you staying with your family?  
 .....
5. Have you ever lived outside home environment? (Tick (√))
- (a) Yes [ ]
  - (b) No [ ]
  - i) If yes, where were you living? (Tick (√))
    - a) Relatives [ ]
    - b) Streets [ ]
    - c) Neighbors [ ]
    - d) Children's' home/Rescue centers [ ]
    - e) Other \_\_\_\_\_

ii) If yes, what were the reasons for living outside home environment?

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.....

6. What was the longest time you have stayed away from home?

- a. Days [ ]
- b. Weeks [ ]
- c. Months [ ]
- d. Years [ ]

7. What were the challenges experienced when you were living outside home environment?

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8. What were the challenges experienced when staying with your own parents?

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**SECTION B**

**The researcher is guided by the objective of parenting style and substance use among Borstal Inmates. The questions will test the level of awareness and use of drug and substance among Borstal Institution Inmates.**

1. Mention all the drugs or substances you know or have come across?

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.....

2. Have you ever used any of the drug(s) or substance(s) you have mentioned? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If yes, which one(s)

.....  
.....

(ii) If yes, what was the method used? (Tick (√))

(a) Oral [ ]

(b) Injection [ ]

(c) Inhaling [ ]

(d) Other .....

(ii) If yes, for how long? (Tick (√))

a. Ones [ ]

b. days [ ]

c. weeks [ ]

d. months [ ]

e. Other  
(specify).....

3. Have you ever used any drug or substance in school? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If yes, what type of drug/substance did you use in school?

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4. How did using the drug/substance affect your life?

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5. Were your parent(s)/guardian aware that you were taking drugs or alcohol? (Tick (√))

- a) Yes [ ]
- b) No [ ]

(i) If yes, what was their response to your habit of smoking or taking alcohol?

.....  
.....

6. Have you ever been sent to buy any drug or substance? (Tick (√))

- (a) Yes [ ]
- (b) No [ ]

(i) If yes, who sent you.....

7. Have you ever been sent to deliver any drug or substance? (Tick (√))

- (a) Yes [ ]
- (b) No [ ]

(i) If yes, who sent you? .....

(ii) For how long? .....

8. Were you delivering the drugs or substances willingly?

.....  
.....  
.....

9. Were you paid for either buying or delivering the drug or substance? (Tick (√))

- a) Yes [ ]
- b) No [ ]

(i) If yes, how much were you paid for buying or delivering the drug or substance? .....

10. Have you ever been caught by Police in the process of buying or delivering drugs or substance(s)? (Tick (√))

- (a) Yes [ ]
- (b) No [ ]

11. Do you have any close family member who use drug, alcohol or any substance?

(Tick (√))

- a) Yes [ ]
- b) No [ ]

(i) If yes, specify the type of family member who use drug, alcohol or any substance?.....

12. Does any of your close family member(s) sell any drug or alcohol? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If yes, which type of drug(s)/substance(s) do they sell? (Tick (√))

.....  
.....

(ii) If yes, do you help your close family member(s) in selling drugs/substances?

(Tick (√))

a) Yes [ ]

b) No [ ]

13. Have you ever been taught about drug or substance abuse since you got into this institution?(Tick (√))

(a) Yes [ ]

(b) No [ ]

14. What else would you want to learn about drugs and substances of abuse?

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15. What other areas of concern would you like to be taught about that can be of help to your life?

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### SECTION C

In this section, the researcher is guided by the objective of parenting style and school dropout among Borstal Inmates. The questions will test their level of education, absence from school and parental support in matters pertaining to their schooling.

1. Have you ever been enrolled in any formal school? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If No, give the reason why you were not enrolled in a formal school

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.....  
.....

2. Were you in a school at the time you were brought to Borstal Institution? (Tick (√))

a) Yes [ ]

b) No [ ]

(i) If no, for how long have you been out of the school?(Tick (√))

a) 0-6 months [ ]

b) 7- 11 months [ ]

c) 1-2 years [ ]

d) Above 2 years [ ]

(ii) If no, what were the reasons why you were out of school?

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3. How did being out of school affect your life?

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4. Were you enrolled back to school at Borstal Institution? (Tick (√))

a. Yes [ ]

b. No [ ]

5. If no, what were the reasons you were not enrolled back to school at Borstal Institution?

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 6. Do you think attending school is important? (Tick (√))

(a) Yes [ ]

(b) No [ ]

7. How do you foresee your life if you lack basic education?

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**For questions 4 to 10 (Tick appropriate box)**

S/no	Statements	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
4	Were your Parent(s)/guardian supporting you with your homework?					
5	Congratulate you when you pass the exams?					
6	Attend parents meetings at school?					
7	When you come back from school, were you getting your parent(s)/guardian at home?					
8	Were your Parent(s)/guardian paying your school?					
9	Do your Parent(s)/guardian compare you with other friends / classmates					
10	Do you get opportunity to discuss challenges you are facing in school with your Parent(s)/guardian					

In this section the measures will be guided by Burmarind Parenting Style Questionnaires (PSQ) divided into four sections; authoritative, authoritarian, permissive and neglectful parenting styles. The scores will range from 1 (never) to 5 (always) on a five point scale. (Tick the appropriate box)

S/no	Statements	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
<b>Authoritative Parenting Style</b>						
1.	Have your parent (s) /guardian been responsive to your feelings and needs?					
2.	Taking your wishes into consideration before asking you to do something					
3.	Explaining to you how he/she feels about your good/bad behavior					
4.	Encouraging you to talk about your feelings and problems					
5.	Encourages you to freely “speak your mind,” even if they disagree with you					
6.	Explains to you the reasons behind his/her expectations					
7.	Provides comfort and understanding when you are upset					
8.	Compliments you					
9.	Considers your preferences when he/she make plans for the family (e.g., weekends away and holidays)					
10.	Respects your opinion and encourages you to					

	express them					
<b>11.</b>	Treats you as an equal member of the family					
<b>12.</b>	Have warm and intimate times together with you					
<b>13.</b>	Can sit with you and have constructive conversation					
<b>14.</b>	Provides Emotional expressions (hugs, cuddles)					
<b>Authoritarian Parenting Style</b>						
<b>15.</b>	There word is final					
<b>16.</b>	Punish you by taking privileges away from you (e.g., TV, games, visiting friends)					
<b>17.</b>	Yells at you when he/she disapprove of your behavior					
<b>18.</b>	Explodes' in anger towards you					
<b>19.</b>	Spanks you when he/she doesn't like what you do or says					
<b>20.</b>	Use cane while disciplining you					
<b>21.</b>	Criticize to make you improve on your behavior					
<b>22.</b>	Withholds emotional expressions (e.g., kisses and cuddles) to punish you					
<b>23.</b>	Use threats as a form of punishment with little or no justification					
<b>24.</b>	Openly criticize you					

	when your behavior does not meet his/her expectations					
25.	Point out your past behavioral problems to make sure you don't do them again					
26.	Reminds you of all the things he/she is doing or has done for you					
27.	Explains when he/she disapprove of something					
28.	Harsh					
29.	Approachable					
<b>Permissive Parenting Style</b>						
30.	Gives into you whenever you cause a commotion about something					
31.	Finds it difficult to discipline you whenever you make a mistake					
32.	Gives you everything you want					
33.	Ignores your behavior					
34.	Gives you directions while you're doing things					
35.	Makes inquiries for the decisions taken by you					
36.	Inquire about your disturbances and suggest remedial measures					
37.	Makes effort to know about the progress of your studies					
38.	Makes inquiries about your abilities and goals					



Neglectful parenting Style						
39.	Are your parents always at home?					
40.	Always busy					
41.	Makes time to inquire about your day					
42.	Find time to help you during difficult situations					
43.	Help you in doing day-to-day activities on time					
44.	Give affection					
45.	Provides an atmosphere for your studies					
46.	Make inquiries about your likes and interests					
47.	Care about your feelings					
48.	Care to find out what I you are up to					
49.	Do you feel neglected					
50.	Do you feel not loved					
51.	Do you feel you are a burden to your parents					
52.	Do your parents see you as a bother to them					

**General questions**

- 16. What do you think your parents could have done differently that they did not do?
- 17. What do you think you could have done differently better that you did not do?
- 18. Would you like programs that will involve your parents in this institution?

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## **SET TWO**

### **KEY INFORMANT GUIDE FOR BORSTAL INMATES**

These are the general questions that will be administered by the researcher to Borstal Inmates and discussed freely and session will be recorded in a note book by the rapporteur. This will test the relationship they have with their caregivers. The FGD will include 7 to 12 Borstal inmates.

1. Who do you think you can share your biggest secret with freely without fear?
2. What are the challenges of relationship you were facing with your parent(s)/guardian?
3. What have you ever dreaded to tell your parent(s)/guardian if given an opportunity?
4. What don't you like about your parents (s)/guardian?
5. What don't you like about yourself?

**END THANK YOU**

**SET THREE**

**WELFARE OFFICERS**

I am Trizah A. Hadulo; a student at the University of Nairobi, pursuing a Master of Forensic Psychology and also a prison officer based at Prisons Headquarters.

I am carrying out a study on the Influence of Parenting Styles on Delinquency among Borstal Institution Inmates in Kenya (Kamae Borstal Institution for girls in Nairobi County and Shimo La Tewa Borstal Institution for boys in Mombasa County).

The reason for collecting data is for academic purposes but also may give policy direction to Kenya Prisons Service. You are kindly requested to participate in this study voluntarily. All the information provided will be treated with utmost confidentiality and will be strictly used for the purpose of this research.

1. Are there boys/girls in this institution who completely don't get visits from their parent(s)/guardians or family members? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If yes, how do you assist them?

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2. Are there total orphans in this institution? (Tick (√))

(a) Yes [ ]

(b) No [ ]

(i) If yes, how many are they?

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(ii) If yes, how do you assist them?

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3. Do you have any program(s) that includes parents/ guardians/family members as they go on with their training? (Tick (√))

- (a) Yes [ ]
- (b) No [ ]

(i) If yes, mention the programs?

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(ii) If no, do you think incorporating parents/guardians/family members in their training will make a difference? (Tick (√))

- (a) Yes [ ]
- (b) No [ ]

4. What is your opinion in regards to incorporating parenting program in this institution?

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5. What are the parenting programs that you can propose for Borstal Institutions in Kenya?

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6. What do you think are the challenges facing these boys/girls when it comes to parenting?

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7. Any other comment you would like to make

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**END THANK YOU**

**SET FOUR**

**PRISON OFFICERS**

I am Trizah A. Hadulo; a student at the University of Nairobi, pursuing a Master of Forensic Psychology and also a prison officer based at Prisons Headquarters.

I am carrying out a study on the Influence of Parenting Styles on Delinquency among Borstal Institution Inmates in Kenya (KamaeBorstal Institution for girls in Nairobi County and Shimo La Tewa Borstal Institution for boys in Mombasa County).

The reason for collecting data is for academic purposes but also may give policy direction to Kenya Prisons Service. You are kindly requested to participate in this study voluntarily. All the information provided will be treated with utmost confidentiality and will be strictly used for the purpose of this research.

- 8. Do you have any program(s) that includes parents/ guardians/family members as they go on with their training? (Tick (√))
  - (c) Yes [ ]
  - (d) No [ ]

(i) If yes, mention the programs?

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.....

- (ii) If no, do you think incorporating parents/guardians/family members in their training will make a difference? (Tick (√))
  - (c) Yes [ ]
  - (d) No [ ]

- 9. What is your opinion in regards to incorporating parenting program in this institution?

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10. What are the parenting programs that you can propose for Borstal Institutions in Kenya?

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11. What do you think are the challenges facing these boys/girls when it comes to parenting?

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12. Any other comment you would like to make

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**END THANK YOU**



APPENDIX II

<p align="center"><b>WORK PLAN</b> (Dates Excluding weekends)</p>			
<b>Task</b>	<b>Start date</b>	<b>End date</b>	<b>days to complete</b>
Preparation of consent paper	Feb-15	Mar-07	15
Literature Review	Mar-15	May-06	39
Methodology	May-15	May-31	17
Draft Proposal	June -01	June -17	13
Research Instruments/work plan/Budget	June-20	Jun-30	09
Presentation and Correction of Research Proposal document	July-07	Jul-22	12
Application for Nacosti Research License	Jul -25	Jul-29	5
Data collection	Aug-15	Aug-31	13
Data Analysis	Sep-02	Sep-16	12
Report Writing	Sep-19	Sep-30	10
Submission of report	Sep-30	Sep-30	01
Presentation of Report findings	Oct-03	Otc-07	07

### APPENDIX III

<b>RESEARCH BUDGET</b>				
<b>Item</b>	<b>Unit</b>	<b>Unit Cost in Ksh</b>	<b>Frequency</b>	<b>Total in Ksh</b>
Telephone Costs	1	2,500.00	1	2,500.00
Internet Costs	1	2,000.00	1	2,000.00
Typing and Printing costs	1	8,000.00	1	8,000.00
Photocopying costs	1	1,000.00	1	1,000.00
Binding costs	1	150.00	2	300.00
Local Transport costs( Within locality of research area)	2	4,000.00	1	8,000.00
Stationery	1	2,000.00	1	2,000.00
Transport to & from research area	2	6,500.00	1	13,000.00
<b>Total</b>				<b>36,800.00</b>



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 747136

Date of Issue: 04/August/2022

RESEARCH LICENSE



This is to Certify that Ms. Trizah Achieng Hadulo of University of Nairobi, has been licensed to conduct research in Mombasa on the topic: Influence of parenting style on delinquency among Borstal Institution inmates in Kenya for the period ending : 04/August/2023.

License No: NACOSTI/P/22/19365

747136

Applicant Identification Number

W. Mutitu

Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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**UNIVERSITY OF NAIROBI**  
**FACULTY OF ARTS**  
**DEPARTMENT OF PSYCHOLOGY**

Telegrams: Varsity Nairobi  
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Telex: 22095

P.O. BOX 30197  
NAIROBI  
KENYA  
EAST AFRICA

July 21<sup>st</sup>, 2022

The Chief Executive Officer  
National Commission for Science Technology and Innovation  
P. O. Box 30623-00100  
Nairobi

Dear Sir/Madam:

**RE: INTRODUCTION- TRIZAH ACHIENG HADULO (C50/78926/2015)**

The above mentioned is a student in the Department of Psychology pursuing a Master of Psychology. She has completed the coursework and defended her research proposal.

This letter therefore is to introduce her to you to enable her to collect data on  
**"INFLUENCE OF PARENTING STYLE ON DELINQUENCY AMONG BORSTAL INSTITUTIONS INMATES IN KENYA"**

Your support is highly appreciated.

Yours sincerely,



**Dr. Charles Kimamo**  
**Chairman,**  
**Department of Psychology**

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL  
GOVERNMENT  
STATE DEPARTMENT OF CORRECTIONAL SERVICES  
KENYA PRISONS SERVICE

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Fax: +254-2-2714716  
Email: [commissioner.prisons@gmail.com](mailto:commissioner.prisons@gmail.com)  
When replying please quote  
Ref No. 2007142950/73



PRISONS HEADQUARTERS  
P.O. BOX 30175-00100  
NAIROBI

Date: 25<sup>th</sup> August 2022

Triza Achieng Hadulo  
PF: 2007142950

Thro'  
Director Legal, Research and Statistics,  
Prisons Headquarters  
P. O. Box 30175-00100  
**NAIROBI**

**REF: ACADEMIC RESEARCH APPROVAL**

We acknowledge receipt of your letter dated 16<sup>th</sup> August, 2022 requesting to conduct an academic research at Shimo La Tewa and Kamae Girls Borstal Institutions focusing on *"Influence of Parenting Style on Delinquency among Borstal Institution Inmates"*

This is to inform you that your request has been **APPROVED** and should run from 26<sup>th</sup> of August 2022 for one month. Your research findings should be for academic use only. You are also required to provide the Prisons Headquarters with a copy of your research report at the end of your research.

By a copy of this letter, Superintendents in charge Shimo La Tewa and Kamae Girls Borstal Institutions are requested to accord you the necessary assistance during your research period.

  
**HASSAN S. BUGU, ACGP**  
**FOR: COMMISSIONER GENERAL OF PRISONS**

Cc  
Superintendent in charges  
Shimo La Tewa Borstal Institution  
Kamae Girls Borstal Institution

1 | Page