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

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Abstract: Undeniably, boy child experiences coupled with evolution of globalization, technology, socio-economic factors and cultural changes have tremendously shaped boy child's behavior. Consequently, this has contributed to a number of challenges some of which have taken toll on the psychological wellbeing of the boy child. The study examined the relationship between boy child experiences and their psychological wellbeing using the case of Embakasi Central constituency, Nairobi City County. More specifically, the study sought to establish the influence of parental guidance, peer experiences, education experiences and guidance and counseling on the psychological wellbeing of the boy-child in Embakasi Central Constituency, Nairobi City County. The study was anchored on Zimmerman's psychological empowerment theory. The study utilized cross-sectional descriptive design and phenomenological design to gather quantitative and qualitative data respectively. The study targeted boy child students in seven public secondary schools in Embakasi central constituency as well as teachers, parents and principals. Yamane (2001) formula was used to determine a sample size of 360 boy child students while purposive sampling technique was used to determine a sample size of 14 teachers, 7 principals and 9 PTA members who participated in the study. Primary data was collected using questionnaires targeting the boy child and teachers while semi-structured interviews were conducted with parents and school principals. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive statistics involving frequencies and percentages with the help of Statistical Package for Social Sciences (SPSS) version 23. Data was presented in form of graphs, charts and distribution tables. The study established that parental guidance, education experiences and counseling played a significant role in promoting the psychological wellbeing of the boy child. The study concluded that there is a statistical significant relationship between parental guidance, education experiences, peer experiences and counselling and the psychological wellbeing of the boy child. The study recommended that all parents should undergo through positive parenting skills training in order for them to get involved in the lives of the boy child since their support is greatly associated with boy child's psychological wellbeing. Equally, the study recommended that teachers should create good relationship between students and their parents in order to enhance psychological wellbeing of the boy child.

Key Words: Parental guidance, peer experience, education experience, counseling, psychological wellbeing

1.1 Background to the Study

In the recent years, the world has witnessed surge in cases of homicide, suicide and other antisocial acts involving the boy child thereby eliciting a heated debate on the mental wellbeing of the boy child. In Europe, a survey conducted by World Health Organization (WHO, 2016) established that as many as 10% of boys and 14% of girls aged 11 years reported 'feeling low' more than once a week in the last six months on average across 28 European countries. In the United Kingdom, mental illness account for a significant proportion of the burden of ill-health experienced by young people. A study by Popple and Sharma (2018) revealed that children at age 10-11 years who were either or not supported by their family were 3.6 times more likely to have emotional symptoms at age 14-15 years. Further, peer relationship problems at age 14-15 years contributed children been unhappy or developing hyperactivity or lack of attention (Popple & Sharma, 2018).

In Africa, studies show that mental illness among children is on the rise and this is linked to changing socio-cultural, economic, political and legal environment. In Ghana, a study by Glozah (2015) revealed that effective communication, mutual respect, and support from significant others, in the midst of stressful life events, contributed substantially to a holistic construction and meaning of health and wellbeing by Ghanaian adolescents. In Uganda, Evarist (2018) found that adolescent emotional pain among males was associated with physical factors (66%), sexually related causes (70%) and indecent touching (58.8%), poverty (27%) and fear of failing in exams (26%).

In Kenya, the boy child is faced with a number of psychological challenges that has taken toll on his psychological wellbeing. According an assessment by the National Gender and Equality Commission [NGEC] (2015), the boy child is perceived to be lagging behind the girl child in the gender equality agenda and the boy child risks being left behind especially in education since there has been over-emphasis on the education of the girl child. The exclusion of the boy child in homes and families, the socialization process, cultural and traditional factors and peer pressure has a high likelihood of influencing the mental status of the boy child (NGEC, 2015). Besides, a study by Magai, Malik and Koot (2018) on emotional and behavioral problems (EBP) during childhood and adolescence, the study revealed that younger children scored higher on EBP than older children while girls scored higher than boys, particularly on internalizing problems.

In Embakasi Central Constituency, reports from mainstream media about boy child involvement in; crime, suicide, school drop-out, poor school attendance and drug and substance abuse has elicited an outcry among residents in the area. Otieno (2018) highlights the outcry among residents of Embakasi constituency due to profiling of the boy-child. He reports that in the month of October 2018 alone, at least 24 youth were killed in areas such as Kayole, Majengo, Dandora, Kiambiu and Mathare areas in Nairobi. Many of the local residents have argued that many boys in the area face challenges of stress, depression or anxiety thereby prompting some of them to turn to crime or negative peer pressure. Otieno (2018) claims that residents have decried lack of adequate social support systems including counseling, parental support, peer support and education as the cause of escalating boy-child problems in the area. If these factors are not addressed, there is a likelihood of eruption of mental illness pandemic in the area. Therefore this

1.2 Statement of the Problem

Recent wave of suicide and homicide involving the boy child has elicited sharp questions over the deteriorating mental state of the Kenyan youth. What is more worrying is that, despite these occurrences, relevant stakeholders have done so little to prevent similar incidences from happening again. Similarly, the diminishing psychological wellbeing of the boy child has partially

been associated with more focus on girl child empowerment to the extent of forgetting the needs boy child.

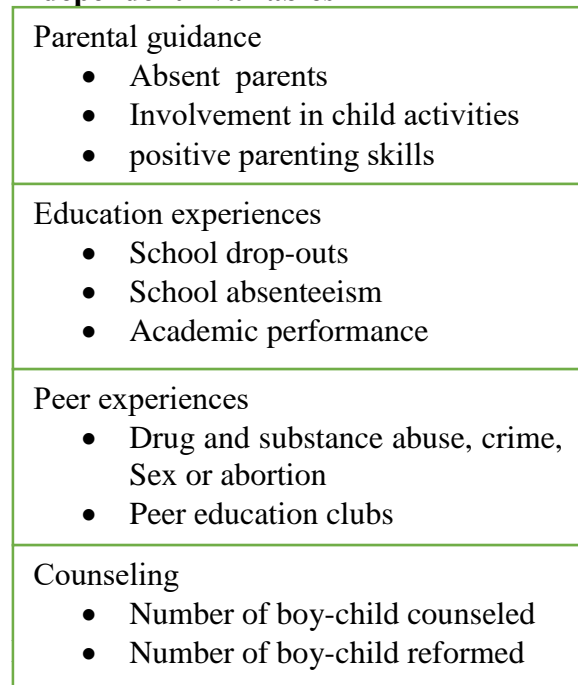
A study by the National Gender and Equality Commission [NGEC] (2015) sought to find out the emerging perceptions on the exclusions of the boy child in the gender equality agenda and established that boy child was lagging behind the girl child in the gender equality agenda. The study further revealed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

1.3 Research Objective

The overall aim of the study was to examine the relationship between boy child experiences and their psychological wellbeing using a case of Embakasi Central Constituency, Nairobi City County. Specifically, the study sought to determine how parental guidance, education experiences, peer experiences and counseling influence the psychological wellbeing of the boy child in Embakasi Central Constituency, Nairobi City County.

1.4 Conceptual Framework

Independent Variables



Source: Own conceptualization, 2020

The conceptual framework illustrates that poor parental guidance, education experiences, peer experiences and lack of counseling contributes to lack of autonomy, self acceptance, personal growth, good personal relationships and environmental mastery of the boy child.

1.5 Literature review

Theoretical Framework

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

Psychological Empowerment Theory

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

Psychological empowerment theory is distinguishable from other psychological constructs as it clearly indicates how psychological empowerment improve individual's; Self-efficacy, self-esteem, competence and mental health, and power. In other words, the psychological empowerment theory cuts a niche as it holistically defines what constitutes satisfaction, contentment and happiness through intrapersonal, interactional and behavioral actions. However, Hopwood (2002) faults Zimmerman's empowerment theory and suggests that people are motivated by career opportunities and as result, innovative and risky research is not pursued.

Self-Determination Theory

The theory of self-determination was developed by Deci and Ryan (2000). The theory describes motivation and personality dimensions that address three universal, innate and psychological needs (competence, autonomy and psychological relatedness) of an individual. Deci and Ryan (2000) argue that actualization of innate psychological needs can make people function and grow optimally. Equally, in order to realize their inherent potential, the social environment needs to nurture these needs. According to Deci and Ryan (2000), competence seeks to control the outcome and experience mastery while relatedness involves the universal desire to interact, be connected and experience care from others. Besides, autonomy involves the universal urge to be causal agents of one's own life and act in harmony with one's integrated self.

The theory of self-determination explains what influence motivation in terms of autonomy, relatedness and competence. A study by Gunasekare (2016) examined the influence of self-determination theory in influencing positive outcomes of interest in organizations and established that Self-Determination Theory fruitfully applied in understanding constructs related in motivation used in organizations. However, the theory of self-determination is limited on the basis that it focuses on three psychological needs (competence, autonomy and relatedness) while other theories related to motivation including; Murray's system of needs, Maslow's hierarchy of needs, 16 basic desires theory (Steven Reiss), has more than three psychological needs.

Review of Empirical Literature

Parental Guidance and Psychological Wellbeing of the Boy Child

A study by Shyny (2017) on the level of Mental Health, Emotional Intelligence, Self Esteem, Personality and Achievement Motivation (MESPA) among adolescents in relation with parenting styles. The study used descriptive design and a sample of 600 adolescents and their parents who were drawn from public and private schools. Data was collected using Self constructed Standardized MESPA (Mental health, Emotional intelligence, Self esteem, Personality, Achievement motivation). The study found that authoritative and permissive upbringing adolescents resulted in least mental health problems while authoritarian and uninvolved parenting was associated with major mental health and personality problems among adolescents. However, the study by Karmakar (2016) focused on both boys and girls while the current study focused on boy child student in secondary schools in Embakasi Central Constituency.

A study conducted by Sarwar (2016) sought to establish the influence of parenting style on children's behavior in Pakistan. The study adopted a qualitative paradigm and used in-depth interviews to collect data from two mothers of children with delinquent behavior. The study revealed that authoritarian parenting style contributed to development of rebellious and problematic behavior among children due excessive power exerted on them. The study observed that parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children. The study by Sarwar (2016) is limited because it used only two respondents and thus the findings cannot be generalized to a whole population.

Kiyingi (2012) conducted a longitudinal study involving 400 boys and found that those children who grew without the necessary parental love faced several challenges like drugs and substance abuse, developmental delay and poor attachment levels. These factors have a high likelihood of influencing their adulthood if not addressed. What Kiyingi's study didn't address is the role parental guidance on children. The current study examined the role of parental guidance on the psychological wellbeing of the boy-child.

A study conducted by Abubakar *et al.*, (2013) examined the association between attachment and identity development on psychological well-being of adolescents with and without disabilities in Kenya. The study used descriptive survey design and a sample of 151 adolescents with disabilities and 145 adolescents without any disability with an average age of 16.84 years. The study found that adolescents with disabilities had lower scores in identity formation, paternal attachment, and life satisfaction while adolescent without disabilities recorded high scores in identity formation, paternal attachment, and life satisfaction. However, the study by Abubakar *et al.*, (2013) was faulted on the basis that it didn't take into consideration homeless children or children placed in care centers. Besides, a study by Biu (2011) found that lack of parental physical involvement on the affairs and wellbeing of children contributed to highest cases of indiscipline

in secondary school while a study by Ngwiri and Tumuti, (2010) neglecting and un-appreciating adolescents contributes to immoral behaviors among children. However, the study does not explain the link between neglect and psychological wellbeing among the boy-child.

Education Experiences and Psychological Wellbeing of the Boy Child

A study conducted by Panahi, Suraya Yunus and Roslan (2013) sought to establish the psychological well-being among graduate students in Malaysia. The study used descriptive design and a sample of 534 graduate students (155 males and 379 females). Data was collected using questionnaires and analyzed using both descriptive and inferential statistics. The study found a positive significant relationship between personal growth and semester of students. The study found that marital and employment status had significant difference in autonomy of the students while marital status was positively related to the overall psychological well-being. The study by Panahi, Suraya Yunus and Roslan (2013) focused on university graduate students but the current study focused on boys drawn from secondary schools in Embakasi Central Constituency, Nairobi City County.

A study conducted by Gaydarov (2014) examined the interconnection between psychological wellbeing and inclusive education in Bulgaria,. The study used meta-analysis and content analysis to review 43 articles and established that there was a statistically significant relationship between inclusive education and psychological wellbeing. The study by Gaydarov (2014) is limited because it relied on secondary data and thus lacks originality. A study conducted by Bewick *et al.*, (2010) in the United Kingdom sought to determine the psychological well-being of students from all faculties across their undergraduate degree programme. The study utilized General Population Clinical Outcomes in Routine Evaluation (GP-CORE) too to measure the psychological well-being of respondents. The findings revealed a greater strain on well-being once students start university compared to pre-university levels. Further, the study revealed that students experienced highest psychological strain during the first semester with significant reduction in levels of distress from semester one to semester two being observed in both year one and year three. The study by Bewick *et al.*, (2010) focused on university students while the current study will focus on secondary school students. Similarly, the current study adopted cross-sectional descriptive and phenomenological design as opposed to Bewick *et al.*, (2010) who utilized longitudinal design.

A study conducted by Gul, Çağlayan and Akander (2017) examined the effect of sports education on psychological well-being levels of high school students in terms of individual, environmental and self-determination in Turkey. The study was descriptive and used a sample of 88 high school students who received education in a high school. The study found that no significant relationship between inclusive education and psychological well-being of students. Another study conducted by Javed, Salma and Khan (2016) assessed the effect education on quality of life and well being. The study adopted cross-sectional descriptive design and snow balling to sample 100 educated Muslim Housewives and 100 uneducated Muslim housewives from District Aligarh, India. The study used WHOQOL-BREF (World Health Organization Quality of Life) tool to assess Quality of life and use of Well- Being Scale to assess various well-being dimensions in both the groups. The study found significant Difference between various dimensions of quality of life and well-being of educated and non educated Muslim women of Aligarh district.

A study by Thorley (2016) examined the role of education on mental health with the aim of supporting secondary schools to play a central role in early intervention mental health services in India. The study established that secondary schools were facing a storm resulting from

acceleration of demand for mental health services due to increase in rates of mental health problems such as anxiety and depression among students. The current study sought to fill this gap by examining how education experiences influenced the psychological wellbeing of boy -child students. Another study by Finnish Institute for Health and Welfare (THL, 2017) examined the health and well-being of Finnish children from age 14 to 20 years in Finland and found that pupils valued quality of their education and the safety of their schools in order to enhance the psychological wellbeing of children and education tailored intervention was recommended (THL, 2017). The study focused on children and youth aged between 14 and 20 years while the current study specifically focused on boy child adolescents aged between 14 years and 18 years.

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

A study conducted by Osok *et al.*, (2018) examined the adversities and mental health needs of pregnant adolescents in Kenya. The study used qualitative study design and sampled 12 pregnant adolescents aged between 15–19 years who were accessing antenatal services in health facilities in Nairobi. Data was collected using interviews and analyzed thematically. The findings revealed that the respondents faced challenges of; depression, anxiety and stress around the pregnancy, denial of the pregnancy, inadequate basic necessities and restricted educational and livelihood opportunities for personal development during post pregnancy. The study Osok *et al.*, (2018) focused on pregnant adolescents but the current study focused on the boy child.

Peer Experiences and Psychological Wellbeing of the Boy Child

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

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

while the current study was done in Kenya which have unique socioeconomic environment that influences peer's mental wellbeing.

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

Lucktong, Salisbury and Chamrathirong (2018) conducted a study on the impact of parental, peer and school attachment on the psychological well-being of early adolescents in Thailand. The study used cross-sectional design and sampled 1360 adolescents (aged 12–15 years) from the district of Central Thailand. Data was collected using self-administered questionnaire during school hours and found that parental and peer attachment was negatively associated with overall psychological difficulties of respondents. Besides, a study by Camara, Bacigalupe and Padilla (2017) evaluated the role of social support in adolescents using a sample of 80 adolescents drawn from Basque Country in Spain found that adolescents drew their valued emotional support from peers. The current study is different because data was collected using both qualitative and quantitative methods and it focused on boy child only. In Jordan, a study conducted by Al-sheyab, Gharaibeh and Kheirallah (2018) sought to determine the link between peer pressure and eating disorders among adolescents and established a statistically significant between peer pressure and eating disorders.

A study conducted by [Adimora](#), [Akaneme](#) and [Aye](#) (2018) investigated the association between peer pressure and home environment as predictors of disruptive and risky sexual behaviors of secondary school adolescents in Enugu State. The study used cross sectional survey and was conducted in six Education zones in Enugu State, Nigeria. Data was collected using observation schedule, an interview session and a structured questionnaire of four clusters. The study established that adolescents who exhibited signs of increased sensitivity to positive peer pressure demonstrated compliant and lowered risky sexual behavior while adolescents who engaged with negative peer pressure strongly exhibited disruptive and risky sexual behaviour. The study by [Adimora](#), [Akaneme](#) and [Aye](#) (2018) did not assess how peer pressure and risky sexual behaviors influence psychological wellbeing of students and thus the current study sought to fill this gap by exploring how peer experiences influenced psychological wellbeing of the boy-child in Embakasi Central Constituency, Nairobi City County.

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

Counseling and Psychological Wellbeing of the Boy Child

A study conducted by Renuka, Devaki, Madhavan and Saikumar (2013) examined the effect of counseling on the academic performance of college students. The study used descriptive

design and interviews to collect data from 54 first MBBS college students of the SBMCH 2007-2008 batch. Questionnaires were used to gather information from faculty members and data analysis was done using thematic technique and descriptive statistics respectively. The study found that counseling services in colleges was effective in easing out the students' personal difficulties. The results showed an increase in the average marks by about 15%-25% among 43% of the students and by about 10% -15% of marks among 13% of the students. The study by Renuka, Devaki, Madhavan and Saikumar (2013) focused on college students while the current study focused on specific cohort of boy child students aged between 14-18 years.

A study by Bahramabadi, Manee and Issazadegan (2015) explored the effect of life skills training that focused on assertiveness, problem solving and stress management and how these factors affected the psychological well-being and school satisfaction among adolescents in Iran. The study was semi-experimental with pre and post tests and it involved 60 participants who were selected randomly and divided into 3 experimental groups and one control group (n=15). The study found that psychosocial life skills training promoted an improvement in psychological well-being and school satisfaction among adolescents. Further, the results showed self-assertion training contributed more on the psychological well-being and school satisfaction among adolescents compared to other training. However, the study by Bahramabadi, Manee and Issazadegan (2015) used a sample size of 60 participants; both girls and boys but the current study used a sample size of 360 boy child students.

Evarist (2018) carried a study on adolescent trauma and its effects on psychosocial wellbeing of adolescents with the aim of initiating an adolescent trauma intervention model relevant in Uganda. The study adopted exploratory case study design and used 86 respondents sampled using simple random and purposive sampling techniques. Data was collected using Likert scale standardized questionnaire known as "The child and Adolescent Trauma Screen (CATS). Further, the study used coding sheets and descriptive statistics such as frequencies and percentages to analyze and data was presented in form of bar charts, pie charts and frequency tables. The study established that adolescent trauma was caused by multiple factors in examination. Further, the study revealed that trauma interfered with adolescent's emotional wellbeing and academic performance and caused bad feelings about one's body as well as resulted in sleep related problems. The study proposed that parents, counselors, social workers and teachers require in-service training in order to be empowered with skills on how to address psychosocial needs of adolescents at school, health centers and in families.

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

1.6 Research Design, Sample Size and Sampling Techniques

The study utilized mixed research methods: cross-section descriptive design and phenomenological design. Cross-sectional descriptive design survey facilitated collection of

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

The study used Yamane's formula of 2001 to determine the sample size from a student population of 3,667. Yamane's formula uses a 95 percent level of confidence and a maximum variability (p) =0.05. A standard error of 5%. Yamane's formula is as shown below:

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

n= sample size
N= Total population
e= Margin of error

$$N = 3,667$$

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

n= 360 Respondents

Table 1: Distribution of Sample Size in Selected Schools

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

Source: Field data, 2020

Selection of Teachers, Principals and PTA members

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

The researcher used purposive sampling in selecting 9 PTA members from the seven schools who participated in the study. PTA members who are parent's representatives were vital

in the study because they coordinate and organize parent's activities and thus they were deemed to have information about boy-child experiences and their psychological wellbeing.

Data Collection Methods

Primary data was collected using questionnaires targeting boy child students and teachers drawn from seven secondary schools in Embakasi Central Constituency. The researcher also conducted semi-structured interviews with PTA members and principals of the selected schools in the constituency. Secondary data was collected from books, journals, newspapers and published theses and dissertations.

Data Analysis Techniques

Quantitative data obtained questionnaires were coded and analyzed using descriptive statistics involving frequencies and percentages. The study also utilized inferential statistics such as bivariate correlation analysis and linear regression analysis to measure the relationship between the variables. The Statistical Package for Social Sciences (SPSS) version 23 was used in data analysis. For qualitative data obtained from semi-structured interviews involving principals and PTA members, the researcher organized and categorized into themes and analyzed it using narrative form and presented it using verbatim.

1.7 Research Findings

A total of 360 questionnaires were administered to boy-child students and 14 teachers drawn from 7 seven schools in Embakasi Central constituency. Upon return, 347 boy-child students and 14 teachers completed and returned the survey questionnaires and this translated to a response of 96.4% and 100.0% respectively.

Majority of the boy child student who participated in the study were between ages 17-18 years (62.8%) while the remaining 37.2% were of ages between 14-16 years. The study revealed that 43.8% of the respondents were in form 3, 38.6% of the boy child were in Form 4 while 10.7% and 6.9% of the respondents were in Form 1 and Form 2 respectively. Besides, majority 46.4% of boy child's parents were casual laborers, 24.8% of boy child parents were small businesses men and women and 14.4% of boy child's parents were formerly employed while 8.9% and 5.5% of boy child's parents were house-wives and un-employed respectively. Further, 37.2% of the boy child's parents had secondary education, 24.5% had college education and 18.2% had primary and university education each while 2.0% of the boy-child's parents had informal education. Besides, most of boy child's parents were affiliated to Protestant religious formations (44.7%) followed by Catholic religion (47.3%) and more than 4.9% of boy-child's parents were affiliated to Islam religion while 1.7% and 1.4% of boy-child's parents were affiliated to Hindu religion African traditional beliefs. Religious affiliation of the boy-child was considered because religion shapes children's beliefs and attitudes and thus can contribute to the psychological wellbeing of the boy-child.

Correlation Analysis

The researcher conducted correlation analysis to establish the effect of boy-child experiences on their psychological wellbeing. Correlation p-value is the probability that shows the result if the correlation coefficient were in zero. If the probability ratio is lower than the conventional 5% ($P < 0.05$), then the correlation coefficient is statistically significant. The findings are shown in Table 2

Table 2: Correlation Analysis**N= 360**

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

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

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

Source: Field data, 2020

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

Regression Analysis

In order to establish the influence of boy-child experiences on their psychological wellbeing, the study adopted regression analysis. Adjusted R squared is coefficient of determination which explains the variation in the dependent variable due to changes in the independent variable as shown in Table 3.

Table 3: Model Summary

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

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

Source: Field data, 2020

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

discussed in the study.

Analysis of Variance (ANOVA)

The regression analysis also provided an ANOVA for the study model. The Variance Analysis (ANOVA) was used to determine whether the data used in the study was significant. The findings are shown in Table 4.

Table 4. ANOVA^a

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

a. Dependent Variable: psychological wellbeing

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

Source: Field data, 2020

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

Table 5: Multivariate Coefficients^a

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

a. Dependent Variable: psychological wellbeing

According to the findings, taking all independent variables constant at zero, psychological wellbeing coefficient was -0.376. The findings equally shows that when all other independent variables are at zero, a unit increase in guidance and counselling will lead to a 0.941 increase in boy-child psychological wellbeing while a unit increase in parental guidance will lead to a 0.376 decrease in boy-child psychological wellbeing and a unit increase in education experiences will lead to a 0.128 decrease in boy-child psychological wellbeing while a unit increase in peer

experiences will lead to a 0.020 decrease in boy-child psychological wellbeing. This finding means that emphasis should be put on increasing guidance and counselling in schools because it was found to have a positive impact on the psychological wellbeing of boy-child students.

1.8 Conclusions

The study concluded that parental guidance, education experiences and guidance and counseling play a significant role in promoting the psychological wellbeing of the boy child. The findings were supported with inferential analysis that established that parental guidance (p-value, 0.003), education experiences (p-value, 0.001) and guidance and counselling (p-value, 0.000) had a significant correlation with psychological wellbeing of the boy child. However, the study established an insignificant correlation between peer experiences and psychological wellbeing of the boy child. Regression analysis revealed a significance level of 0.000 which means that data was ideal for making conclusions on the population's parameter as the value of significance (p-value) is less than 0.05. The F calculated was more than F critical ($147.383 > 2.796$). This means that parental guidance, education experiences, peer experiences and guidance and counseling were significant in influencing the psychological wellbeing of the boy child in Embakasi Central constituency.

1.9 Recommendations

It emerged from the study that boy child student are undergoing through various experiences some of which have taken toll on their psychological wellbeing and thus the study recommends positive parenting skills training to all parents in order to be fully involved in the lives of the boy child. Such involvement should include creating time for their children, caring and showing them love. Equally, parents should act as role model to their children and more importantly, they should participate in learning of the boy child by participating in school activities. The study also recommends that teachers should create good relationship between students and their parents in order to enhance psychological wellbeing of the boy-child. Teachers should be friendly to the boy child so as to understand their home background very well as well as the challenges they face. The teachers should motivate their learners' to work hard in their studies for better performance. Further, the study recommends establishment of comprehensive guidance and counseling school program that targets all boy child and girl child students. This will promote psychological empowerment and empower the boy-child to negotiate for support when faced with challenges.

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