

## **RESEARCH REPORT**

**A study into the role of family relational factors in the creation  
of a street child: A case study of Limuru division, Kenya.**

**By**

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**The research report was presented as a partial fulfillment for  
the award of Masters of Education Guidance and Counselling  
at the department of psychology Kenyatta University.**

**2005**

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## DECLARATION

This research project is an original work and has not been presented for a degree in any other university.

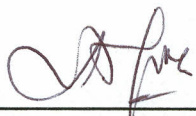


**Simon Kingori Ndirangu.**  
student

## DECLARATION

This research is dedicated to my father late John Ndungu and my mother late Hester Wanjau for their love and dedication in bringing me up

This research project has been submitted for examination with my approval as the university supervisor.



**Professor Augustine Nwoye.**  
supervisor

## ACKNOWLEDGEMENT

Along this journey, I am indebted to a number of individuals who have supported me. I would like to acknowledge the contribution of those who helped in one way or another. Special thanks go to:

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## DEDICATION

This research is dedicated to my father late John Ndirangu and my mother late Jeniffer Wambui for their love and dedication in bringing me up.

My Simon Kariuki and Mr. Martin Ombui for their continued moral support. They encouraged me at times of challenges.

The children who participated and their parents for allowing me to use their resources in the research. Their contribution is a blessing not only to the completion of this research but also to the well-being of the society.

May God bless them all.

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The children who participated and their parents for allowing me to use their experiences in this research. Their contribution is a blessing not only to the completion of this research but also to the well being of the society.

May God bless them all.

## **ABSTRACT**

This research investigated the role of family relational factors in the creation of a street child. Its main objective was to determine how family relationships affect the child's behavioural process, leading to their running away from home. The child's point of view was used owing to the fact that his/her being in the street or at home is purely based on his/her subjective perception of his/her world.

In Kenya only a few researches have been done on family relationships as a casual factor to the problem of street children. Some researchers have shown that the biggest population of street children is in the streets because of school related problems. Some others have shown that poverty is the main contributing factor. Home environment has been focused on in general. Generally researchers agree that home conditions are a cause to the street children problem. The researcher's main question was why? Why only one child in a family? Why in only a few families in a whole village of low income earners? What happens between the caregiver and the child and within the child facilitating experimentation into such a high risk?

The researcher used a descriptive research design. Two samples of thirty five subjects and nineteen were used, all drawn from Limuru Town and its surrounding. The first group of nineteen comprised of street children in Limuru Town while the other one of thirty five comprised of children from low income families in villages surrounding Limuru town, in which many of Limuru street children are believed to have come from. They were subjected to an interview.

The results indicated that relational factors amongst the family members are the root causes to life in the streets. That before a child left home they experienced psychological disturbances contemplated of leaving home and tried to cope with the situation. Conditions such as orphan hood, single parenthood, separation and divorce, poverty and unskilled parenting are facilitating factors that increase the probability of dysfunctional relational factors in a family.

It is recommended that all in the community join hands in improving the life in families. Through good policies development and implementation the government can reduce such conditions and take a step in proper rehabilitation where past wounds are identified and healed and reunion with relatives is done.. Private practitioners and civil societies can give psycho-education as a way of counselling the community. In all these efforts professionals should be involved.

The results would be useful in preparation of parenting skill, marriage enrichment seminars and courses, formulation of children and life enhancing policies as well as formulation of a comprehensive rehabilitation plan, especially where reuniting the child and the family is required.

# TABLE OF CONTENT

<b>Content</b>	<b>Page</b>
TITLE PAGE	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENT	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION	I
Background of the problem	1
Statement of the problem	3
Research objectives	4
Research questions	4
Significance of the study	4
Scope and delimitations of the study	6
Operational definitions of terms	7
Abbreviations	7
CHAPTER TWO	8
LITERATURE REVIEW	8
Introduction	8
Conceptual framework of the study	8
The family	9
The family structure	11
The family roles	13
Family subsystems	20
The family strategies	23

The family assumptions	25
The family rules	27
Life in the street as an alternative of family life	30
Summary of the review	32
Research hypothesis	32
CHAPTER THREE	34
METHODOLOGY	34
Research design	34
Area of study	34
The population	34
The sample	35
Sampling method	35
Research tool	36
Research administration	37
Data analysis	38
Ethical considerations	38
CHAPTER 4	41
RESULT PRESENTATION	41
Introduction	41
Psychological status of street children in comparison with children in homes	41
Likelihood of psychological instability	41
Context of psychological instability	42
Street and view of life	43
Psychological instability and how children feel after offending parents/guardians	44
Who children share with stresses of life	45

What street children complain about their families of origin in comparison with children in homes	46
Various happenings in homes of street children which might affect parent-child relationship.	47
Parenting styles	47
Effects of how parents dealing with children.	48
The kind of family structures majority of street children come from in relation to those in streets.	50
Family structure and the father figure:	51
Hypotheses testing:	52
Conclusion	52
CHAPTER 5	53
RESULTS DISCUSSION CONCLUSION AND RECOMMENDATION	53
Introduction	53
Results discussion	53
Conclusion	57
Counseling implications	59
Recommendations	60
Recommendations for further research	63

REFERENCE	64
APPENDIX 1	69
TABLES	69
APPENDIX 2	80
INTERVIEW SCHEDULE	80
APPENDIX 3	85
RESEARCH TIMETABLE	85
APPENDIX 4	86
RESEARCH BUDGET	86

## LIST OF TABLES

<b>Table</b>	<b>page</b>
Table 1: Reasons for street boys and girls to leave home	16
Table 2: family dysfunctions in families of street children	26
Table 3: Why older street children came to the street	28
Table 4 The father figure and the sample type	51
Table 5 Absent mindedness in relation to sample type	69
Table 6 Suicidal ideation in relation to sample type	69
Table 7 Thought of suicide in relation to sample type	70
Table 8 View of life in general in relation to sample type	71
Table 9 View of future in relation to sample type	71
Table 10 Ever tyied to use drugs in relation to sample type	71
Table 11 Ones feeling on learning has offended parents in relation to sample type	71
Table 12 Content of thought in absent mindedness in relation to sample type	72
Table 13 Content of thought I suicidal ideation in relation to sample type	72
Table 14 suicidal thought shared with in relation to sample type	73
Table 15 Life challenges shared with in relation to sample type	73
Table 16 Disagree with parents on rules in relation to sample type	74
Table 17 Parenting styles in relation to sample type	74
Table 18 Threatened with being sent away from home in relation to sample type	74
Table 19 Ever sent away from home in relation to sample type	75
Table 20 Assessment of parents dealing with them in relation to sample type	75
Table 21 Any scar inflicted by parents in relation to sample type	76
Table 22 Ease of forgiving parents in relation to sample type	76
Table 23 Assessment of sibling relationship in relation to sample type	77
Table 24 Assessment of parent-child relationship in relation to sample type	77
Table 25 The family structure in relation to sample type	78
Table 26 The father figure in relation to sample type	79

## LIST OF FIGURES

Figure	page
Figure 1: Functional family	8
Figure 2: Dysfunctional family	9
Figure 3 Psychological instability in children	42
Figure 4 Context of disturbing thoughts	43
Figure 5 Children's view of life	44
Figure 6 Feeling after offending parent/guardian	45
Figure 7 How parents deal with children	47
Figure 8 Parenting styles	48
Figure 9 Psychological effects of parents' parenting styles on family relationships	49
Figure 10 Choosing street life and parents' dealing with children	49
Figure 11 family structures children come from	50

# CHAPTER ONE

## INTRODUCTION

### 1.1 *Background of the Problem*

Walking along the streets of major and minor towns of Kenya, one common feature that one encounters is groups of children, youth and adults gathered together beside and along the streets, at the garbage sites and along the dirty river or down banks. Their appearance may not be that appealing and neither are their behaviours, but one thing is certain, they are comfortable by their standards. One major descriptive characteristic common to them almost at all times is being in possession of a can of glue either sniffing, in the pocket or between the chest and the clothes.

In the groups, they are either playing cards or any other collective game mainly gambling. At the garbage sites they are collecting some components from the refuse either to satisfy their drive of hunger or for sale to the recycling industries. At other times they are timing precious belonging of the wealthy passerby such as watches, cell phones, chains and bangles which they snatch and sell to others, or begging. At the river and dams they are having a bath and washing their garments, a sign of the humanity in them.

This development is not a preserve of Kenya and other third World countries. Draier and Appelbaum (1994) describe homelessness as an American nightmare. They reported that in 1980's American cities saw millions of people sleeping in alley ways and subways, in cars and on Park benches. Chandler, (1989) noted that about 20000 youth aged fifteen and over are in New York streets in a given night; Latin America have forty

million children in the streets while industrialized countries in Europe, United States and Canada have ten million youngsters considered morally abandoned. The only difference is that, the magnitude and the face of the problem is continent and country specific.

In Kenya the number of street children is estimated to be between 130,000 to 400,000 (SNU, GTZ 2002). This is by no means a small number. If we were to go by the assumption that the family relationships are the core in creating street children, there is need for action in helping the families to stabilize.

From the developed to the developing nations increase in family conflicts and single parent families is evident. It was reported that when the American's family experienced strains and break-up increment from 1960s upward, (Magnet, 1994) the problem of homelessness rose sharply (Dreier and Appelbaum, 1994). In Kenya the researches done so far point out how situations such as single parenthood, step motherhood, orphan-hood and family conflicts might be part of the main causes of the street family incidence. But barely have researchers gone into the depth of unveiling the relational dynamics in these conditions that pushes children out of homes. Much is assumed that needs to be explored.

In traditional African society, it was unheard of because children belonged to the society. Some times back it was a problem of the city. To date it is not surprising to see a number of street boys in even village shopping centers. Limuru town is not an exception. The street children in Limuru town report that they are about forty-five who live in the streets disregarding those who earn in the streets and sleep at home.

Efforts by the Government and the NGOs to stem out the tide seem to be “a drop of water in the ocean”. It appears that it is high time the root cause is explored and identified for preventative measures.

We would wish away orphan-hood, single parenthood, step parenthood, divorce, separation and family conflicts but they are bitter realities in our society. The hope is in the fact that, it is not in all these cases where children are victimized to a point of choosing street life. What relational dynamics operate in these families where street children come from? The researcher wishes to go above pointing out the conditions to shedding light on the relational dynamics in relations perhaps, which leads to creation of street children.

## **1.2 Statement of the problem**

This research focuses on the family's relational factors in the creation of a street child. Systemic theorists depict the family as the basic social system with the greatest impact on how a child behaves. The unpleasant behaviours of an individual are conceptualized as symptoms of problems in the family and therefore the term identified patient for the 'misbehaving' member of the family (Goldenberg and Goldenberg, 1996). The researches done so far both in Kenya and other parts of the world give strong indicators that the family plays a big part in pushing children into the streets (SNV and GTZ, 2002; P.C.C.S.C.P., 1995). Such factors as single parenthood, orphanhood, poverty, family conflicts and child's personal traits have been identified as the causes (SNV, 2001). The questions as regards to the identified factors are. Why only one child in a family? Why not all children from orphaned, poor and single parents families? Why are some street

children from middle and upper class families? The identified factors are over generalized to give specific remedial actions to the issue of street children. There is therefore the need to identify specific relational factors, which push children into the streets making children in categories mentioned above vulnerable.

### **1.3 Research objectives**

- To determine the psychological status of the street children in relation to those in homes.
- To identify what street children complain about their families of origin, which push them into the street in relation to those in homes.
- To explore the kind of family structures majority of street children come from in relation to those in homes.
- To recommend what needs to be done to correct the situation.

### **1.4 Research questions**

- What is the psychological status of street children in relation to those living in home?
- What do children complain about their families of origin that push them in to the streets in relation to those in homes?
- From which kind of family structures do majority of street children come in relation to those in homes?
- What needs to be done to correct the situation?

### **1.5 Significance of the study**

The research findings would be of utility to individuals, families, Policy makers, Non-governmental organizations and other social institutions dealing with families and children particularly the street children. It would strengthen preventative and rehabilitative efforts in the problem of street children and family system functioning.

At the preventative level the findings would be used in guiding youth and children on coping with challenges effectively. They would offer a predictive base upon which family members and those others can assess risk and therefore seek help in advance. They would add value to self-enhancing courses such as parenting skills and marriage enrichment aimed at the would-be and "in the course" parents. It would generate knowledge which would be used in training marriage and family therapists and social workers who are the social agents of enhancing family relationships.

At the rehabilitation level the results would impact directly in the reunification process. Without a clear conceptual knowledge of the family relational factors that encourage street children development, it becomes difficult to accomplish any meaningful results. Also it would make it easy for the street children counselor to make the correct diagnosis for the intervention purposes. It would work on the counselors' attitude towards the children and therefore improved empathy and ability to listen and make objective assessments.

The results would be helpful in formulating policies as regards to children in general and street children in particular. The policies would channel the governments, N.G.O.s and self-help group's efforts towards specific problems rather than perceiving the children as the problem. With such policies, such measures as just collecting the street children and taking them back home with threats, forcing them to comply through corporal punishments, simply collecting them and providing them with food and clothing would be replaced with measures that allow professional counseling, healing of wounds, re-union with family members and more preventative efforts.

## **1.6 Scope and delimitations of the study**

The research will be conducted within Limuru Division only. Many of the researches done so far are focused on street children within Nairobi and other major towns in Kenya. Owing to the fact that street children issue is currently spreading to the small towns, it is important to change the focus. Equally people in different locations may be facing different challenges in life. Not all recommendations from researches from major towns may fit in working with street children from small towns and rural areas. This would increase the likelihood of stemming out the vise.

The study will involve children not <sup>below</sup> bellow seven years and not above eighteen years. Children bellow seven years may not have developed enough cognitive competence to answer the questions appropriately. Those above eighteen are above the conventional definition of a child by law. They might have through experience rationalized their childhood experiences to either inflate or under-late their effects on them. Because the research is dependent on the child's perception of the relational dynamics, such a rationalization may impact on the results negatively.

Data will be collected not only from the street children. A sample of children living at home will be included. Inclusion of street children alone may lead to a wrong conclusion that all what they complain about is the cause of their situation. Inclusion of these other children may help in sizing out their complaints and establish the limits between the normal and abnormal range, as it is known that no family is without challenges to overcome.

### 1.7 **Operational definition of terms**

- **Child:** any person below eighteen years of age.
- **Dysfunctional family:** any family that when faced with challenges tend to loose its equilibrium injuring members either physically, psychologically or both.
- **Family relational factors:** the family dynamics which determine the nature of relationship between members.
- **Functional family:** any family that meets its challenges in a healthy way maintaining its equilibrium.
- **Orphaned family:** children whose biological parents are dead living alone or with any other person.
- **Street child:** any person bellow age eighteen years and spends most or all his or her life in the streets.
- **Single parent family:** a family with only one parent male or female.
- **Two parents' family:** any family polygamous or nuclear where both the biological parents are alive and living with children.

### 1.8 **Abbreviations**

<b>NGO:</b>	Non-Governmental Organizations
<b>SNV:</b>	Natherland Development Organization
<b>GTZ:</b>	German Technical Cooperation
<b>PCCSCP:</b>	Pandipieri Catholic Center Street Children Programme
<b>KSH:</b>	Kenya Shilling
<b>N/A</b>	not applicable
<b>N/R</b>	no response

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

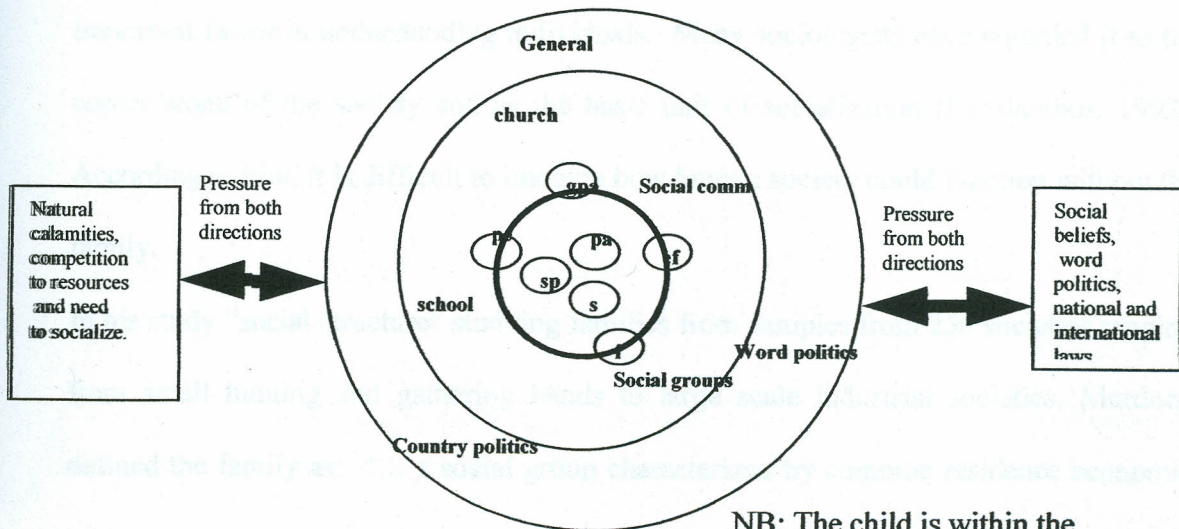
In this chapter the work done by others on family relational factors, their effects on children and how they contribute to the problem of street children is explored. The conceptual framework of the study is presented to communicate the researcher's conceptualization of the street child and his/her life. The un-answered questions and the gaps are identified to be addressed in this research. The relational factors to be explored are the family structure, roles, subsystems, strategies, assumption and rules upon which a research hypothesis will be drawn.

### 2.2 The Conceptual Framework

The conceptual framework of the research is systemic in nature. The child is seen as an element in a system interrelating with other elements in a complex way. As it is with other systems malfunctioning of one or more elements in this system would affect the functioning of the child. That the child is squeezed out of the family comfort rather than the child abandoning the family comfort. Below are illustrations of the child's position in both a functioning system and a malfunctioning one.

Figure 1

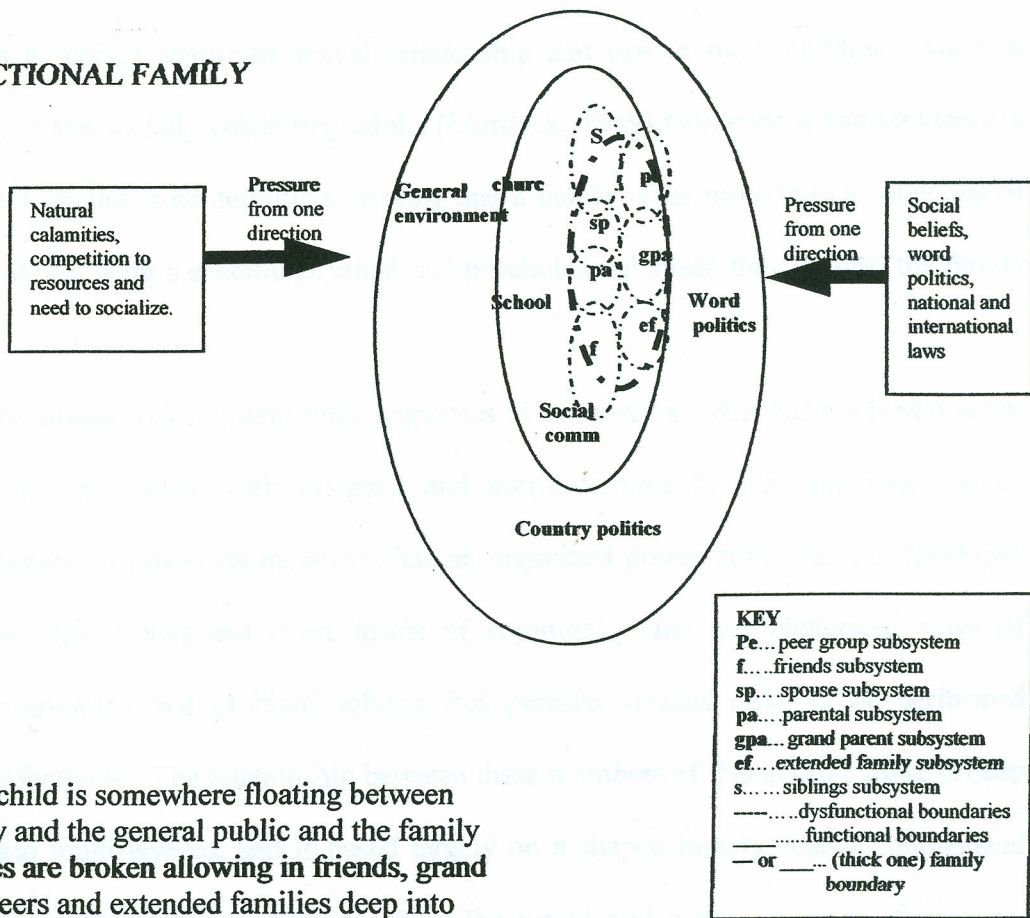
#### FUNCTIONAL FAMILY



NB: The child is within the family boundaries

Figure 2

**DYSFUNCTIONAL FAMILY**



NB: The child is somewhere floating between the family and the general public and the family boundaries are broken allowing in friends, grand parents, peers and extended families deep into the family system.

**2.3 The family**

Many researchers have been concerned about the family as a social system and as an important factor in understanding individuals. Many sociologists have regarded it as the corner stone of the society and as the basic unit of socialization (Haralambos, 1992). According to him, it is difficult to imagine how human society could function without the family.

In his study “social structure” studying families from samples from 250 societies ranging from small hunting and gathering bands to large scale industrial societies, Murdock defined the family as: “... a social group characterized by common residence economic

co-operation and reproduction. It includes adults of both sexes at least two of whom maintain a socially approved sexual relationship and one or more children owned or adopted, of the socially cohabiting adults (Murdock, 1949) Goldenberg and Goldenberg (1996) echoes the same definition. Noting that a family is far more than a collection of individuals showing a specific physical and psychological space they defined the family as:

A natural social system with properties of its own, one that has evolved a set of rules, is replete with assigned and ascribed roles for its members, has an organized power its members, has an organized power structure, has developed intricate covert and overt forms of community and has elaborated ways of negotiating and problem solving that permits various tasks to be performed effectively. The relationship between these members of this micro culture is deep and multi-layered, and is based largely on a shaped history, shared internalized perceptions and assumptions about the world and a shared sense of purpose. Within such a system individuals are tied to one another by powerful, durable, reciprocal emotional attachments and loyalties that may fracture in intensity overtime but nevertheless persists over the lifetime of the family.....he entrance into such an organized system occurs only through birth adoption or marriage.

(P. 3)

Defining the family as a system Bloch (1985) described the family as a living ongoing entity, organized whole with members in a continuous interactive patterned relationship with one another extending over time and space. He noted that a change in one component inevitably is associated with changes in other components with which it is in

relations. To function, a family is perceived to have a structure, roles, rules, boundaries, subsystems and homeostasis.

## **2.4 The family structure**

This refers to the internal organization that dictates how, when and to whom to relate (Cola Pinto, 1994). It is the invisible set of functional demands or code that organizes the way family members interact with one another (Minuchin, 1974). It provides a framework for understanding those consistent repetitive and enduring patterns that reveals how a particular family organizes itself in order to maintain stability and under a changing set of environmental conditions seek adaptive alternatives. That focusing on the functioning of one member becomes secondary to understanding the connections or relationships among family members and the overall organization of the system and therefore to examine the motives of that member above, without addressing the systems interactive patterns would be to miss a point that the system requires alteration (Leslie, 1988). This raises a concern on whether the families of the street children are missing in their structure.

None of the researches done in Kenya has focused on the family structure as a cause to the problem of street children. The aspects frequently focused are the family conditions which can indicate that dysfunctional structure but not necessarily indicating it is. P.C.C. S.C.P. (1995) researching with street boys at Kisumu focused on how structures such as living with one parent, both parents, parent and step parent, other relatives and step parent only. It was observed that of street children involves 35.71% came from one parent family, 32.14% from both parent family, 7.14 from parent and step parent, 14.29

from other relatives and 10.71% step parent only. Considering that there are more both parents family than single family in any given society in Kenya a percentage of 35.71% having come from single parent families compared to 32.14% from both families is very high. Dallape (1988) made almost the same observations. Focusing on the marital status of the parents he observes 37.5% of the street children involved came from single parent families, 28.1% from married couple families, and 25 % from divorced or separated families while 9.4% came from widowed families. It was not different with Munyakho (1992) focusing on who the child lived with before going to the streets. He observed that those who lived with both parents were 29% none with father, with mother 59%, with guardian 6%, orphans 4% and 2% did not give any response. Undugu Society of Kenya (1991) listed the factors influencing street children to be in the streets being reasons given by street girls as brothers and sisters 6% , friends 62%, mother 3% Home situation 16% and no response 2%.

Considering the African image of the family structure the above results can be justified. There was no space for single parenting in African cultures. Whoever could not marry was considered inferior (Mugambi and Kirima 1991). An African family consists of the father, mother and children with the father being the head of the family sharing the role of parenting with the mother and the mother being the second in the hierarchy of power both being founders of the home and also equal at certain areas (Mugambi and Kirima 1995). This stands to date and therefore, any home situation that breaks the structure may lead to family dysfunction and street children.

Issues of dysfunctional family structures run across all family status and where it strikes it has almost similar outcomes. It often occurs in single parent families. This is mainly because it is difficult to manage the roles of the father and mother effectively alone, feelings of guilt and inferiority and children's expectations. McGoldrick (1988) contends that women are more vulnerable especially after divorce because they are more less likely than men to remarry, are more embedded in relationships, are oriented towards interdependence, life ranging between insubordination of achievement to caring for others and conflict over competitive success all of which may make them especially susceptible to despair. This may give an explanation why in Munyakho's (1992) study 59% percent indicated they lived with the mother before going into the streets and with the father 0%.

The family relationships are not based on the family structure alone. The above researchers did not explore further to identify family dynamics involved in these families. It is therefore not conclusive that the above results indicate broken family structure, which disrupts flow of power in family system. More research is therefore needed.

## **2.5 The family roles**

The family roles on individual members are embodied within the family structure and the basic functioning of the family. According to Murdock (1949) researching 250 societies he sited the functions of the family to be sexual productive, economic and educational. There are roles given to the family system by the Macrosystems where Murdock explained that, "without sexual and reproductive functions there would be no members of the society. New members of the society are born and social order is maintained which

otherwise could be disrupted if sex drive were 'free play'. Husband and wife are united through sex which directly benefits children as a consequence. Without the economic functions life would cease. Husband and wife cooperate in family's economic function improving economic status of the society and cementing their union. Without education {socialization} there would be no culture. Through culture life principles are laid down giving life expectations and harmony" ( Haralambos and Heald, 1992. P.331)

This is echoed by Mugambi and Kirima, {1995} focusing on African family's role of husband and wife. Regoli and Hewitt, {1997} should the same view listing traditional family functions as:

- Socialization through which children personality, values and beliefs are initially formed, noting that today the development of moral virtue or good characters is chiefly formed or left unformed in the family.
- Reproduction and regulation of sexual activity: where children are taught social norms about sexual conduct on age, with who under and what circumstances.
- Provision of materials physical and emotional security where food clothes, shelter and other physical needs are provided.
- Supervision and monitoring to ensure safety, obedience and physical security of children and other members.

Parsons' {1959} research on American families, identified basic and irreducible functions which were more common to the families in all societies. These are socialization of children and the stabilization of the adult personalities of the population of the society.

He argues that families are factories, which produce human personalities and that socialization requires a context, which provides warmth, security and mutual support.

That in stabilization of adult personality he focused on the marriage relationship and emotional security the couple provide for each other. This act as a counter weight to the stresses and strains of everyday life, which tend to make the personality unstable.

Goldenberg and Goldenberg (1996) agree that in a family, there must be complementarity of functions, where husband and wife operate as a team and accept their interdependence. The degrees to which the needs and abilities of both spouses' diverse and reciprocal role relations provide satisfaction are key factors in harmonious family functioning. It allows the family to carry out its tasks while maintaining family equilibrium.

Across Africa there was a division of labour. Family roles were culturally defined as it stands to date in many communities. Women were charged with the role of taking care of children, home and husband, while men provided, offered security linked between spiritual world and their families and made vital family decisions. This was not different from what was happening in other parts of the world. During 1960's the women's, liberation movement began shaking the foundations of the family by attacking the role of women within it. (Haralambo's 1992)

Magnet (1992) observed that during the fifties culturally and socially divorce rate fell from 11% to an infinitesimal 9.2 per thousand married women each year in America in sixties the divorce rate shot straight up to stand at 22.7, 147% higher than 1950's rate. This was contrary to the prediction that child poverty would reduce between 1960's and 1988. Magnet attributed this to change of American culture which radically shifted in 1960's in three dimensions. First the sixties quest for liberation and gratification, decade's

rebelliousness against authority and convention. This devalued commitments to others with the slogan if it feels good do it. "Second the sexual revolution licensed promiscuity, with domestication of sex within marriage seemed less of a fulfillment and more of a restriction which ceased to be a special role of each spouse to the other. Third, the most vocal contingent of the women's movement devalued what feminists Betty Friedan called "comfortable concentration camp" of traditional family life. The role motherhood in the family was stigmatized (Widdison, 1992).

In 1980's the three dimensions struck Kenya and the effects are no different. Munyakho (1992) estimates that between 60 – 80% of all households in low income areas are headed by women. This doubles their roles considering that majority of such women will be among the poorest in Kenya poor.

Ingleside and Chandler (1989) researching street children in Sri Lanka observed in the situation of many of these children is not simply a disintegration of the family. The parents or one of them may be there. Rather it is disintegration of the core of the parental role. That children have ideas what parents should be like and have expectations of them. Drug abuse, Alcoholism, poverty and emotional misery may be so acute that without much hesitation some parents walk out of their children. Also that the behaviour of the parents to the child is so cruel that the child walks out on them. They call it 'a final heroic decision' for a child before taking the plunge straight into urban uncertainties (P. 24).

Ruther, Giller and Hagel (1998) identified six needs to be met in parenting roles. These are:-

- (i) Effective monitoring / supervision of the children's activities so that parents can know which behaviour seems likely to lead to trouble.
- (ii) Clear setting of standards with explicit and unambiguous feedback so that children can learn what is expected of them.
- (iii) Skilled discussions and distraction to avoid development of confrontation and crises.
- (iv) Responsibility to the children's sensitivities and needs.
- (v) Fostering of pro-social behaviour, self efficacy and social problem solving.
- (vi) Encouraging development of internal controls through open communication recognition of children's rights and taking responsibility (P. 162).

Patterson (1985) studies on parents of antisocial children clearly shows extent to which these parents tend to fall down on all these factors.

- (i) Fail to monitor (do not know where children are or what they are doing).
- (ii) Their instructions are ambiguous and unclear.
- (iii) Their discipline measures often come from their own mood state as much as from what the child has done.
- (iv) There is neglect of pro-social feature.
- (v) Their parenting styles show little responsibility to children's needs and feelings.

He used observations, parental interviews and questionnaires. S.N.V. (2001) statistics on reasons for street boys and girls to leave home can communicate this.

**Table 1: Reasons for street boys and girls to leave home.**

<b>Economic reason</b>	<b>Girls</b>	<b>Boys</b>
Looking for work	74	83

Family difficult situation	71	70
Not paying school fees	69	69
Family need of money	66	67
Not enough food	63	39
Family homelessness	23	9
Political environment war/conflict in the area	29	27
Drought	17	13
Family dysfunction disagreement with family	54	43
Physical abuse/exploitation	40	27
Driven out of family	17	18
Sexual abuse / exploitation	3	1
<b>Death /Separation</b>		
Father	26	22
Mother	20	17
Both	6	4
Divorce	3	1
Looking for parents	6	6
<b>Pull Factors</b>		
Bored of staying home	80	48
Heard there are good things in the market	54	43
Friends convinced me	49	41
Pregnant	6	-

From the above data economic reasons which mainly regards parental role, family dysfunctions and death or separation which indirectly impacts on the family roles and change expectations and the pull factors which signals ineffective parenting and intensity or lack of roles to occupy children are registering the highest percentages.

Although many researches done with street children give a pointer to the children's perception on the effectiveness of the parental and other family members roles underlying dynamics are not explicitly studied. SNV and GTZ (2002) contend that major factors pushing the children to the streets may be identified as domestic conflicts and orphan hoods. This was highly generalized because domestic conflicts have roots, much of which can be traced to non-performance of roles as dictated either by the cultural background or as agreed upon at the family level. Again, orphaned children are not left all to themselves. As in many African cultures (Kenyatta, 1938) members of the extended family or any other member of the community usually take them as guardians, taking up the roles of the parents and children continuing with their roles.

In SNV and GTZ (2002) research 58.4% cited earning money as the reason for coming to the streets; 52.4% food and 34.4% recreation. It is concluded that, Survey data confirmed that lack of money food and recreation are consequences rather than underlying causes for children leaving home fully or on a part time basis. Family roles dynamics can be part of the underlying causes which if clearly studied can help in prevention and rehabilitations.

P.C.C.S.C.P. (1995) researching on street children in Kisumu observes that 10% of the parents in the research sample have been the primary obstacle to a stable school life. They commented that it is within Kisumu experience to meet families of rehabilitation street children who are unable to keep their child at school. They concluded it is indicative of neglect (either emotional or physicals), which is based on choice rather than needs. Responding to the reasons for leaving home 3.2% were deviant 3.2% boredom, 3.2%, too much work, 6.4% stealing, lack of food 6.4%, 12.9 feeling rejected, 12.9% feeling unheard, 16.1% peer influence, 22.6% neglect and 25.8% beating. Lack of food, feeling rejected, boredom, feeling unheard, neglect and beating which constituted 83.8% of the sample all of which in one way or another are directly reflecting on failed roles.

## **2.6 The family subsystems**

Families carry out their basic roles in part by organizing themselves into co-existing sub groupings. Typically, family subsystems divisions are made according to gender (male and female) generation (Parents/children), common interests (intellectual/social) or function (who is responsible for what chores) (Goldenberg and Goldenberg, 1996). They continue to explain that each person may have a differing level of power within different groups, may play different roles, may exercise different skills and may engage in different interactions with members of other subsystems.

Minuchin, (1974) points out that a child has to act like a son so his father can act like a father, but he may take on executive powers when he is alone with his younger brother. He argues that subsystems organization within a family provides valuable training in developing a sense of self in the process of using interpersonal skills at different levels.

Nichols and Schwartz (2001) say each individual is a subsystem and families or other larger groups make up other subsystems. They explained that every family member plays many roles in several subgroups. According to Goldenberg and Goldenberg (1996) the main subsystems are marital subsystem, parental subsystem, sibling's subsystems and extended family member's subsystem.

Individuals' subsystems and whole families are demarcated by interpersonal boundaries, indivisible barriers that surround individuals and subsystems, regulating the amount of contact with others. They protect the separateness and autonomy of the family and its subsystems. For example, when children are allowed to interrupt their parents' conversation the boundary separating the parents the children is minimal (Nichols and Schwartz 2001).

The boundaries range from rigid boundaries to clear boundaries to diffuse boundaries. Rigid boundaries cut communication between family members, one subsystem and another and between the family and other subsystems in the society. Members are disengaged with each member (totally independent emotionally from each other) family members barely support each other.

Clear boundaries allow interdependence to members as well as subsystems. This allows checked communication and interaction, maintaining personal and family dignity. Diffuse boundaries fail to check communications and interactions. Members of the family

over support each other or over-depend on support from outside family system. No independence and autonomy and therefore members' potentials remain hidden.

To maintain some privacy for the couple and be able to carry out parental roles a clear boundary establishes a hierarchical structure in which parents exercise a position of leadership. To exemplify this, Nichols and Schwartz say parents merge with their children, tend to argue with them who's in charge and misguidedly share – or shirk – the responsibility for making parental decision. They say offering a child a choice in picking out clothes or choosing friends is respectful and flexible (though with monitoring) while asking children whether they want to go to school or try to convince a toddler to agree that it is dangerous to play in the streets simply blurs the line of authority.

Single parenting is one institution that is likely to have blurred boundaries. Many researches show that children from single parents are likely to become street children and delinquent. Regoli and Hewitt (1993) explained that this likelihood can be accounted by the reasons that:-

- Single parents can less effectively supervise their children.
- Children in single parent family grow up too fast.
- Single mothers give adolescents greater say in what they can do, or give autonomy too early, thus reducing control over youths.
- Children from single family are more susceptible to peer pressure.

All these reasons point at the family's dysfunctional subsystems. The reasons given by the street girls for them being in the streets in the Undugu Society research (1991) 6%

said brothers and sisters, 62% said friends, 13% mother and 16% home situations with 2% not responding. These are indicative of subsystems' influence on the child. It shows that the parental subsystem is weak enough not to be able to influence their children. It is quite important that functioning of subsystems in street children family to be explored.

## **2.7 The family strategies:**

These are stable collaborative, purposeful and recurring patterns of interactive sequences. (Kantor and Lehr, 1975). These are mainly unnoticed, frequently unstated and are not always understood by participants themselves. They transmit family rules governing the range of acceptable behaviours tolerated by the family. Such family strategies are jointly engaged in, highly predictable transactional patterns generated by family members on one, as though each participant feels compelled to play a well rehearsed part, like it or not (Goldenberg and Goldenberg, 1996)

The family strategies can be traced in Satir's (1972) family roles and communication styles. She explained that dysfunctional communications in direct, unclear, incomplete, unclarified, inaccurate, distorted and inappropriate, characterize dysfunctional family systems. She contends that under stress a person in relationship with another person as communicated in one self worth is expressed. These are;

- The placator: Acts weak tentative self placing, always agrees apologies and tries to please.
- The blamer: Dominates, invariably finds faults with others and self-righteously accuses.
- The super reasonable: Adopts a rigid stance remains detached, calm, cool, maintaining intellectual control when avoiding becoming emotionally involved,

- The irrelevant contradicts others and seems unable to relate to anything going on.
- The congruent communicator: seems real genuinely expressive, responsible for sending straight messages in their appropriate context.

Satir maintained that, these essentially pose threat that keep distressed people from exposing their true feelings because they lack the self-esteem that would allow them to be themselves.

Kantor and Lehr (1975) observe that even in the process of a members being scape-goated or victimized, the scapegoat shares a system responsibility for his/her role in the process. Three basic family strategies are differentiated.

1. Those intended to maintain the family system by preserving the relationship between members.
2. Those that accentuate stress usually of limited duration to reach a desired goal,
3. Those strategies aimed at repair as the family attempts to cope with changing asexual conditions by modifying its interactive patterns in order to remain a livable, workable system, responsive to the changing needs of its member's.

In researching on street children, it is quite important to look into such those dynamics.

What is the role-played by the street child in the family strategies? It is obvious that every family operates like another and again as noted by Regoli and Hewitt (1997) no single family is perfect. None can claim that they do not have problems but family problems vary greatly in both type and magnitude. It requires research to determine whether there is commonality in family strategies leading to a common problem of street children.

## 2.8 **Family assumptions**

A family is a maker of meaning (Constantine, 1986). Throughout its development a family fashions and helps instill fundamental and enduring assumptions about the world in which it lives (Reiss, 1981). Family membership is based on acceptance of and belief in a set of abiding supposition of shared constraints about the family itself and its relationships to its social environment. Some families view their world as trust worthy, orderly, predictable, masterable and therefore themselves as competent, encouraging individuals' input by their members, feeling comfortable and challenged as a group coping with life. Some others perceive environment as mostly menacing, unstable, unpredictable, and potentially dangerous and therefore confusing and chaotic, band together, insist on agreement of all members on all issues and protect themselves against intrusion and threat (Goldenberg and Goldenberg, 1996)

The family assumptions as modeled by parents yield to three parenting styles. According to Baumrind, (1971, 1991) a parent can be:

### *i) Authoritarian/Dictator*

Where the parent is restrictive, placing firm limits and control on the child with little verbal exchange allowed. The parent is punitive and his/her directions must be followed. It is associated with children's social incompetence. The parent is often anxious social comparison fails to initiate activity and have poor communication skill. (Simon's, Kalichman, and Santrock, 1994,)

### *ii Authoritative democratic parenting:*

Encourages children to be independent but still places limits and controls on their

actions. Extensive verbal give and take is allowed and parents are warm and nurturant towards children. It is associated with social competence and self reliance (Simons, Kalichman and Santrock, 1994). The family is confident of the world.

### *iii Permissive parenting*

This is where the children are given freedom without limit. Maccoby and Martin (1983) differentiated two types of permissiveness,

a. Permissive – indifferent where a parent is very uninvolved in the child's life. It is associated with the child's social incompetence and a lack of self –control such parents have given up their roles in parenting and count on each persons ability to survive.

b. Permissive – indulgent

Where a parent is highly involved with their children. He/She is highly controlled by children and places few demands or control. It is associated with children's social incompetence especially a lack of control. The parent is highly protective on children. They take the world as unpredictable and unsafe an assumption which is passed onto their children.

The important question in relation to the present study is the extent to which the formation of a street child has to do with any of these styles of parenting process?

## 2.9 **Family rules**

Goldenberg and Goldenberg (1996) observe that a family is a rule governed system. The family rules enable each person to learn what is permitted or expected of him or her as well as others in family transactions. The rules can be stated or unstated, conscious or unconscious. They reveal family values, dependability and regularity to relationships (Goldenberg and Goldenberg 1996). They define each family member's rights and duties (Jackson, 1965).

In a well functioning family, rules maintain order and stability while at the same time allowing for changes in the family. If this flexibility is not worked for, rules may cause family pain (Satir, 1972). She noted that some forbid discussions of certain topics, others expression of some feelings while others foster dependence handicapping children as they attempt to deal with the outside world. This can be the case with the street children. She argued that dysfunctional families follow dysfunctional rules. She believed that if these rules were identified, it may be possible for the family to discard those that are outdated, inappropriate or irrelevant to improve overall family functioning.

Ginsberg (1997) in support of flexibility argues that all those who work with adolescents must learn how to handle rules, limits and consequences. That parents struggle with the threat that their children's independence and autonomy poses. Adolescents question and challenge the rules parents generate. Paikoff and Brooks-Gunn (1991) observes that parents and adolescents agree that they most frequently disagree over rules and regulations causing conflicts around generational boundaries (Minuchin 1974).

Flexibility of rules is not only required at the adolescence level. Through out the family life cycle (Simons, Kalichman and Santrock, 1994) regulation of rules is necessary to

allow changes as members develop physically, cognitively and emotionally assuming new roles in the family. Those parenting skills that stress principles and methods of limit setting and consequences help to maintain strong boundaries and greater flexibility in the face of evolving family change (Ginsberg, 1997). Fieldman and Gehring (1989) see the disagreements between members of a family at various stages as a working of power relationships.

According to Carter and McGoldrick (1989) the family undergoes six stages in which flexibility of rules is required. These are:

*i) Leaving home:-*

Family rules to change to allow emotional and financial responsibility for self, for one to become autonomous and ready for intimacy. As a single adult, courting begins where single adults understand each other for the choice of mate.

*ii) The new couple:*

The rules change to allow commitment to each other. Each spouse makes sacrifices to contribute to the new system. These are rules to do with extended families and friends as well as personal life.

*iii) Becoming parents:*

The rules change to welcome the incoming children. The spouse makes sacrifice to allow commitment to each incoming child. This is in terms of energy, time, and material resources. Failure to do this causes conflicts in the family and may cause break up.

*iv) Families with adolescents:*

The rules change to expand children's freedom with guidance, giving room to their expanded thinking, social and physical ability and development of psychological ability.

This initiates them to adults responsibility.

*v) Midlife families and Launching children:*

The rules change to allow development of single adults by accepting their independence adult roles. Parents let go their children and start facing each other, accepting Grand-parenting.

*vi) Families in later life*

The rules change to allow acceptance of the old age. They accept that they can at times depend on their children on decision making and materially. The rules allow shifting of generational roles. In the process of the cycle the rules does not change only to accommodate changes in children but also on spouses.

In their research SNV in Kenya 2001 found out the following under family dysfunctions which can be interrupted as the consequences of dysfunctional rules.

**Table 2: Family dysfunctions in families of street children,**

<b>Factors</b>	<b><u>Girls</u></b>	<b><u>Boys</u></b>
	<b>%</b>	<b>%</b>
Disagreement with family	54	43
Physical Abuse/ Exploitation	40	27
Driven out of family	17	18

Sexual Abused /exploitation	3	1
Pregnant	6	-

Disagreements with family seems to be holding the highest percentages showing that in many families of street children rules are rigidly held or children themselves are not obedient to the family rules. Physical abuse/exploitation also have high percentages indicating that rules on punishment or family roles are not clear or even realistic in relation to age and abilities of family members. For a child to be driven out of family he/she might be defiant to parental rules and authority or the rules may be too rigid to allow accommodation of humanly mistakes that occur. Sexual abuse or exploitation is an indicator of unclear sexual rules in the family.

Girls seem to be more likely to be pushed out of home by the rule factors. This may be due to wide spread social expectation that girls will submit and therefore less likely to be tolerated. In SNV, (2001) research, the rule factor is not explored and therefore the need for a confirmation whether the following is due to the rules factor.

### **2.10 *Life in the streets as an alternative to the family life.***

It is rare to see street children individually. They are mainly in groups. Cairns et al (1997) observed that one causes of gangs is disaffiliated and alienated youths who run away from home and become homeless. These are the so called street children in Kenya. He explained that for them, gangs provide bonds that they lacked from family, school and previous social interaction. Taking up the economic function of the family, some of these groups operate as successful business built on both legal and illegal trades.

This is quite evident from Chandler (1989). He observed that street children in Nairobi engage in begging, stealing and selling the stolen commodities, collecting papers, scrap metals, bottles and other used materials, selling them for recycling, prostitution, and doing manual jobs such as carrying goods. He observed that gang protects, replaces family, provide sociality and affection, is a source of identity and provide ways of processing needed information on surviving. This is all the family does. Of the 10,424 street children head-counted in Nairobi, 14.24% (1,484) were of the streets and are either abandoned or orphaned and therefore do not have vatal or family homes to return to at the end of the day (SNV and GTZ, 2002). This is to mean they set to the streets when the mainstream of social set-up fails to meet their needs. As a result they form alternative social set-up which is accepting and caring. This can be proved by the reasons given by older street children why they came to the streets.

**Table 3: Why older street children came to the street.**

Reason	percentage
To earn money	- 58.4%
Food	- 52.4%
Recreation	- 34.4%

(SNU and GTZ, 2002)

If this be the case, the three ways of viewing children in the streets need to be collected.

These are:

- Run always who need to be taken home

- Workers who need better assets to education and health services
- Special cases with behaviour problems who need to be placed in institutions (Baker, 1997)

Considering Chandlers (1989) list of qualities street children display:-

- Resourcefulness
- Capacity for work
- Cheerfulness
- Affectionate and open nature when opportunity arises
- Resilience

It can easily be concluded that something was a miss in family relationships they abandoned, which if corrected other things would fall in place. It is these dynamics that need to be investigated to enhance rehabilitation services.

### **2.11 The summary of the review**

The literature review reveals that the family relationships greatly influence the child's behaviour. The relationship is contextualized into empirical relational factors which include the family structure, roles, subsystems, strategies, assumptions and rules. It is depicted that life in the street is an alternative to family life.

Many researches have been done on street children. The relationship factors have generally emerged as brought forward by the street children as responses. The factors as pointed out in the literature reviewed are; poverty, family dysfunctions, orphan hood,

single parenthood, child abuse and peer influence. None of the researches reviewed has focused specifically on these relational factors. The questions that arise are:

- Is there any family without challenges to be overcome?
- Are these factors the root causes or push factors that make the affected families vulnerable?
- Is it possible to retain children in families even in the face of life challenges?
- Which is the best intervention possible in helping the street children?

This research is geared towards answering these questions.

## **2.12: Research hypothesis**

1 Psychological instability contributes significantly in the development of a street child.

2 Family relational dynamics play a major role in the creation of a street child.

2 The family structure is a key relational factor in the creation of a street child.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. *The Research Design:***

This study was conducted as a survey research. It involved a descriptive research design. Families with children in home and those with children in the streets were focused. This created a basis of comparison to establish whether any difference existed in relationships between these two categories of family. It was important to involve the two categories to eliminate chances of assuming that any condition found in a street child family was the causal factor. To aid in the comparison, some quantitative techniques in data presentation and discussion were used as well.

### **3.2. *Area of study***

The study was carried out in Limuru town and its surroundings. The area is evergreen with a variety of vegetables, fruits and tea leaves being grown as cash crops. The population is multi-cultural mainly due to Bata industry, Limuru Dairy, pipes Industry and surrounding tea plantations. The researcher focused on the low income earner's families. The villages focused were Misri, Kamirithu, Ngarariga, and Tea Plantation residential areas all of which are at the periphery of Limuru town within a radius of 1km. The villages are densely populated. Although in some like Kamirithu and Ngarariga there are middle class families, low income earning families still exist in them and are the majority.

### **3.3 *The Population:***

The research focused on all children potential and those who were already in the streets, within Limuru Town and its environment. This population was divided into two, those that were in the streets and those that were living at homes. The ages ranged from seven

years to eighteen years for both the populations. This was good enough in terms of communication in that they were not too young and also within the conventional definition of a child.

#### **3.4 The sample:**

The sample consisted of 54 respondents. The subgroup of the children living at home consisted of thirty five respondents while that of children living in the streets consisted of nineteen respondents. They were all be children meaning they had not reached the stage of independence, emotionally and economically. For the purposes of communication they were not below age seven years. To avoid encroaching on adult hood they were not beyond age eighteen years. The children living in home were drawn from the low-income earners families. This was because many researchers have identified poverty as one cause of children leaving home for streets. This would reduce the interference of economic status in the comparison base.

#### **3.4 Sampling:**

The researcher used three sampling techniques. The first one was convenient sampling techniques. The researcher approached any one child he met, created a relationship and on agreeing was interviewed. This was used in the street children group. This was the most applicable to begin with because of unstructured life of the street children.

After interviewing the street child the researcher used the second sampling technique. This was snow balling. The researcher asked the identified child to introduce him to

another who after interviewing introduced him to another until he got the needed sample size.

In case the trend broke the researcher went back to the convenience sampling. This made it easy for the researcher and equally, it was meant to increase readiness and willingness to participate and therefore improving validity and reliability. This was because the more willing a participant was the more accurate the information given was expected to be.

The researcher used the third sampling technique with those children living at home. The sampling technique was random sampling. The first level was to choose the specific area of study. The villages with low income earners were put in pieces of papers folded put in a container shaken and names of two villages were picked randomly.

After getting the villages to be involved the research then visited the villages. From one of the villages the researcher picked 17 participants. The researcher picked the first home at the entry and then every fourth home where only one child will be picked. Poverty in a home was indicated by semi-permanent house and other physical resources seemingly available in the family. Where children in the home failed to meet the research criteria, the researcher used the next homestead and then counting started from there. This reduced the researcher's chances of manipulating the choice of the respondents.

### **3.5 Research Tools:**

The researcher used an interviewing schedule in data collection. This was necessitated by the nature of research. It required a deeper understanding of the participants' responses

and therefore the researcher got a chance to seek clarification. This was because there were some aspects of the research which could not just be assumed.

The questions were prepared in English. The researcher translated for the respondents in a language they could understand. In case the respondent used a language not understood by the researcher a translator was needed and was used.

The interviewing schedule had an introducing or opening statement which helped the respondent to understand the purpose and increase commitment, to define their rights and limits. The questions followed the introductory part. It was divided into two with part A seeking to explore the individual's psychological status while part B was geared towards the family relational context and its effects on the individual. Both the children in the streets and the children living at home used the same schedule with every question being tailored by the questioner to fit the context.

### **3.6 Research Tool administration**

The research interview was conducted by the researcher himself. It was only in case the respondent could not understand English, Kiswahili or Kikuyu where the researcher sought a research assistant who was proficient in the respondents' language.

The researcher visited the research field and met the respondent in their homes and/or streets in case of street children. This gave the researcher an additional value onto the

verbat materials from respondents through observation. On agreeing the researcher interviewed the respondent and then proceeded to another home or waited another one to be brought. As the researcher interviewed, he was recording the responses given on the schedule. A question was read out to the respondent and then the researcher waited for the response before another one was asked. He elaborated if the respondent required clarification or if he sensed that the respondent was losing focus in his/her responses.

Once ready the interviewing schedule was tested by interviewing ten people. This helped in clearing ambiguity and irrelevant questions. It was reorganized in response to the outcomes of the testing done. The researcher then proceeded to the interviews with confidence that the schedule was free from ambiguity and irrelevance.

### ***Data Analysis:***

The data analysis was more of qualitative than quantitative. Descriptive statistics, including factor ranking, frequency tabling, pictorial presentation of data (graphs and pie charts) were used to organize and to analyze data from the study. Of much importance was the respondents' own assessment of the relationship in their families in their subjective view of their world.

### ***Ethical Considerations:***

The researcher observed a number of ethical considerations. He was concerned with the informed consent of the respondents. He therefore communicated the purpose of the

interview to the respondents before the interview commenced and each was informed of his/her right to agree or refuse to participate.

The other one was confidentiality of the respondent's material. It was verbally made clear to all the respondents that all the materials they shared remained confidential. No name was included on the interview score sheet. Also the sheets were kept under key and lock. This was quite important to take care of the plight of respondents.

The other one was the respect to the social authority in the regions the research was held. The consent to carry out the research was sought and all the relevant authorities were notified. These were District Commissioner Kiambu District, Division Officer of Limuru Division, the Chiefs of the Locations to be involved, and the Sub-chiefs of the sub-locations to be involved. Apart from these the researcher also sought permission from the ministry of education research authorization department. From the ministry of education the researcher was given the research permit containing the ethical regulations with which he went to other government officials.

A letter of authorization was given by any of the officials as an introductory letter to those on the ground. This helped the researcher to get the respondents with ease. The documents were carried every other place he visited. They helped in convincing the people on the ground so as to get respondents

At the ground no child in homes were interviewed without parents' consent. For every home visited the researcher talked to the parents who gave the child to be interview. It is within the law that anything done on the child has to be consented by the parents or whoever is taking care of the child. Those in streets consented themselves as they were under care of none.

## CHAPTER 4

### RESULTS PRESENTATION

#### 4.01 Introduction:

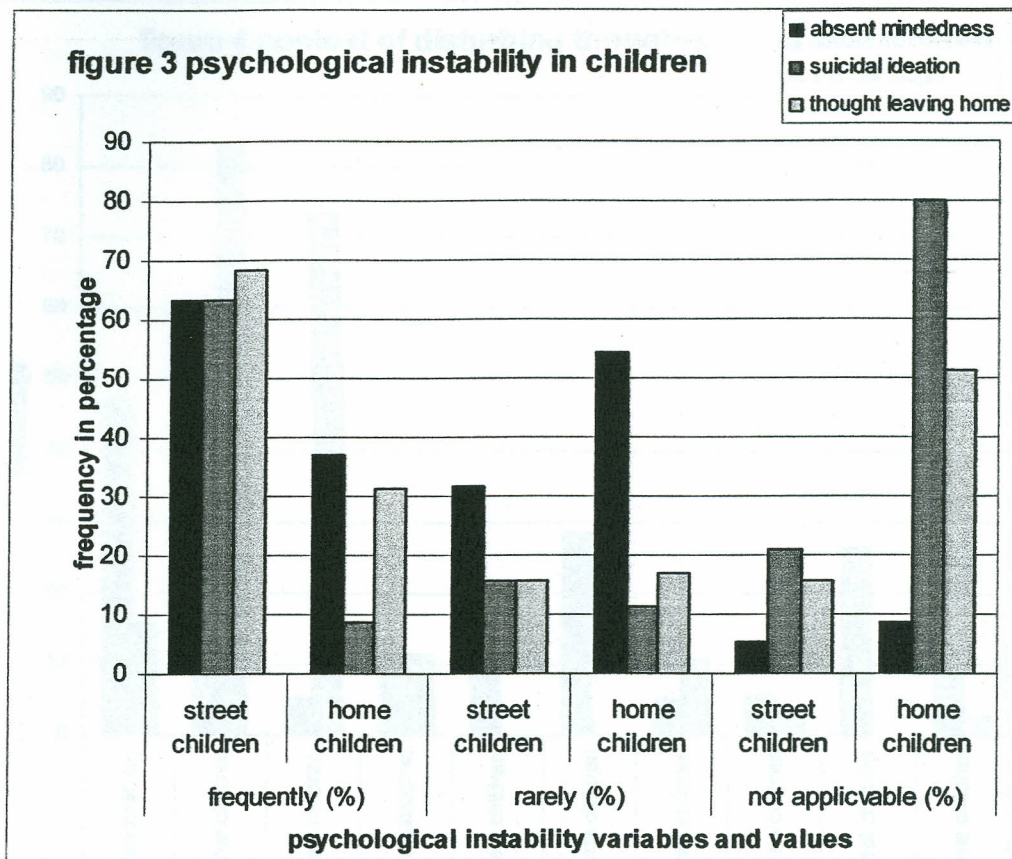
In this chapter the results will be presented in summary. Percentages are presented as extracted from tables at the appendix. Bar graphs are used to compare results in different variables in a picture form. The results are presented as per the research questions.

#### 4.1 The psychological status of street children in comparison with children in homes:

##### 4.11 Likelihood of psychological instability

The psychological status of interviewed children was based on the frequency of absent mindedness, suicidal ideation and leaving home and how they felt after offending the parents/guardians. Rare occurrence of absent mindedness was taken to be normal to all human beings but frequent occurrences would mean psychological instability. Suicidal ideations under any circumstances and thinking of leaving home indicate psychological instability.

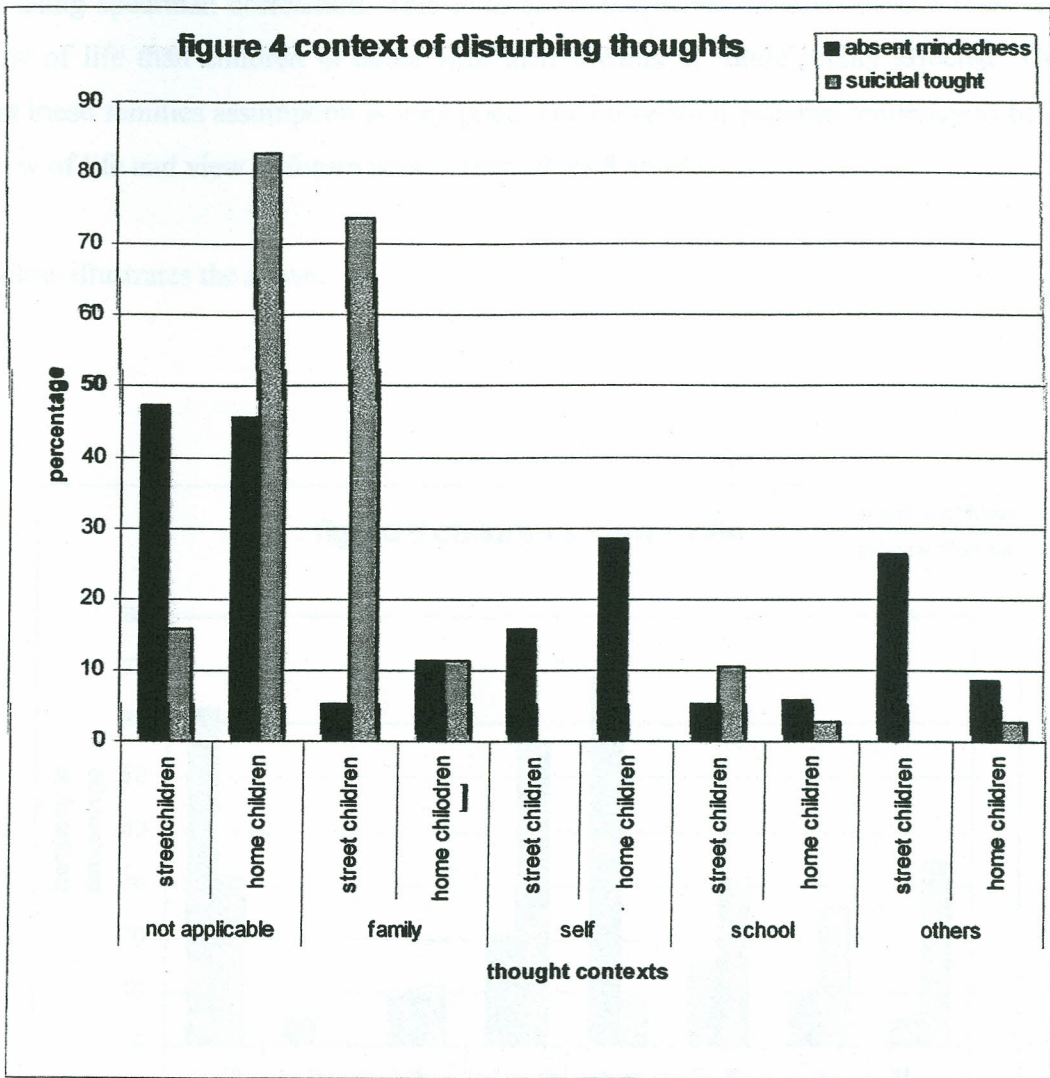
The study showed that 63.2% of street children were frequently absent minded, 31.6% rarely and 5.2% were never absent minded. Children in homes had 37.1% who frequently were absent minded, 54.3% rarely, with 8.6% never absent minded. 62.2% of children frequently thought of suicide, 15.6% rarely and 21.1% having never contemplated of suicide. Those in home had 8.6%, 11.4% and 80% thinking frequently, rarely and never respectively. On the thought of leaving home street children had 68.4% frequently thinking of leaving home and 15.8% rarely before they actually left and 15.8% had not thought of leaving home. Those in homes had 31.4% thinking leaving home frequently, 17.1% rarely and 51% having never thought of leaving home. The three variables positively correlated with sample type at .239, .612 and .381 respectively using spearman's correlation. See tables 5,6 and 7. This was to mean that street children are more likely to be psychologically unstable before leaving home. The figure below illustrates this.



#### 4.12 Context of psychological instability

This was assessed through the context of absentmindedness and suicidal ideations. When absentminded 47.4% of street children think of family, 5.3% on self 15.8% on school, 5.3% on others while for 26.3% was not applicable. For those leaving in home 45.7% thought of family, 11.4% on self, 28.6% on school, 5.7 % on others while to 8.6% it was not applicable. When having suicidal thought 73.7 % of the street children are thinking of family, none of self 10.5% on school, 0% on others, with 15.8% not applicable. The children in home have 11.4% thinking of the family, 11.4% on self, 2.9% on school and 82.9% not applicable. This shows that what pushes children into streets is family related. See tables 12 and 13.

This shows that it is likely that a child choosing street is having psychological instability emanating from family related issues. The graph below illustrates this.

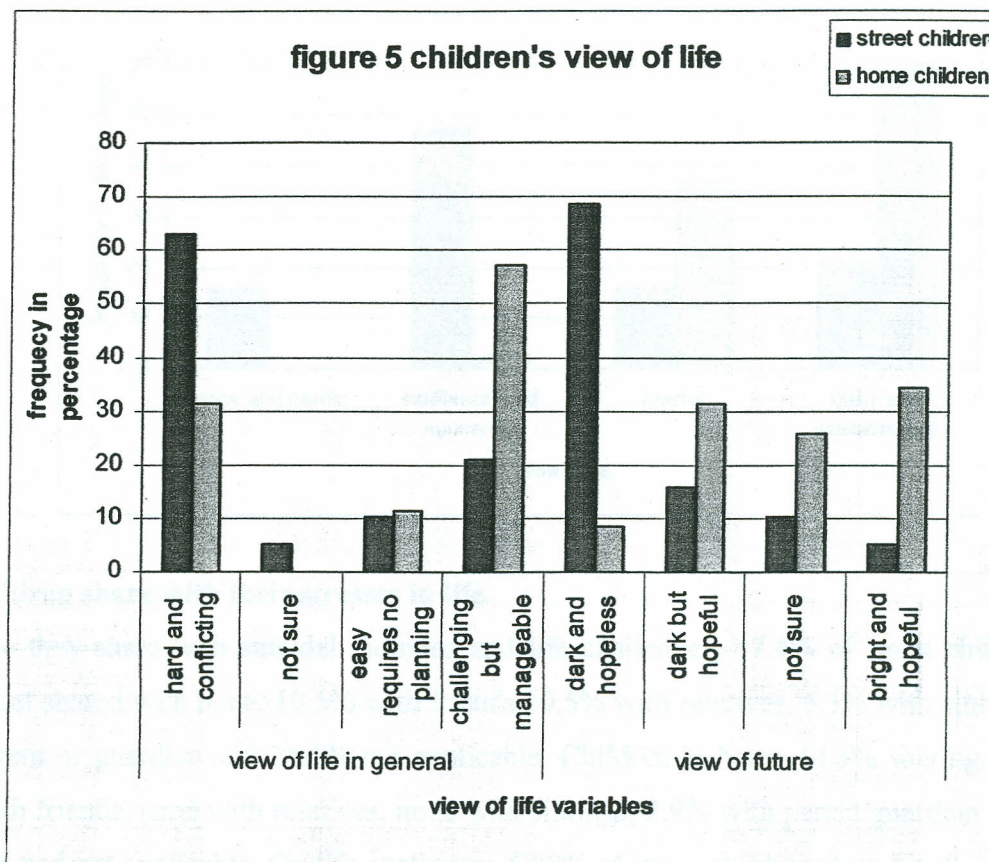


#### 4.13 Street children and view of life

This was assessed by asking the participants to report on their view of life and future. 62.3% of street children viewed life as hard and conflicting. 5.3% were not sure. 10.5% viewed life easy and required no planning while 21.1% viewed life as challenging and manageable. Those in home had 31.4% viewing life as hard and conflicting. None was unsure, 11.4% thought it was easy and required no planning, while 57.1% viewed it as challenging and manageable. On future 68.4% of street children thought of life as dark and hopeless. 15.8%, dark but hopeful. 10.5% were not sure while 5.3% viewed it as bright and hopeful. For those at home 8.6% thought of future as dark and hopeless, 31.4% dark and hopeful, 25.7% were not sure while 34.3% viewed it as bright and hopeful. The two variables correlated with the sample type at .353 and .570

respectively using spearman correlation. This is to show that street children have a relatively negative view of life than children in home with their dreams of future highly affected. This indicates that these families assumption is very poor. The correlation between tendency to be in street and view of life and view of future was. – (see tables 8 and 9)

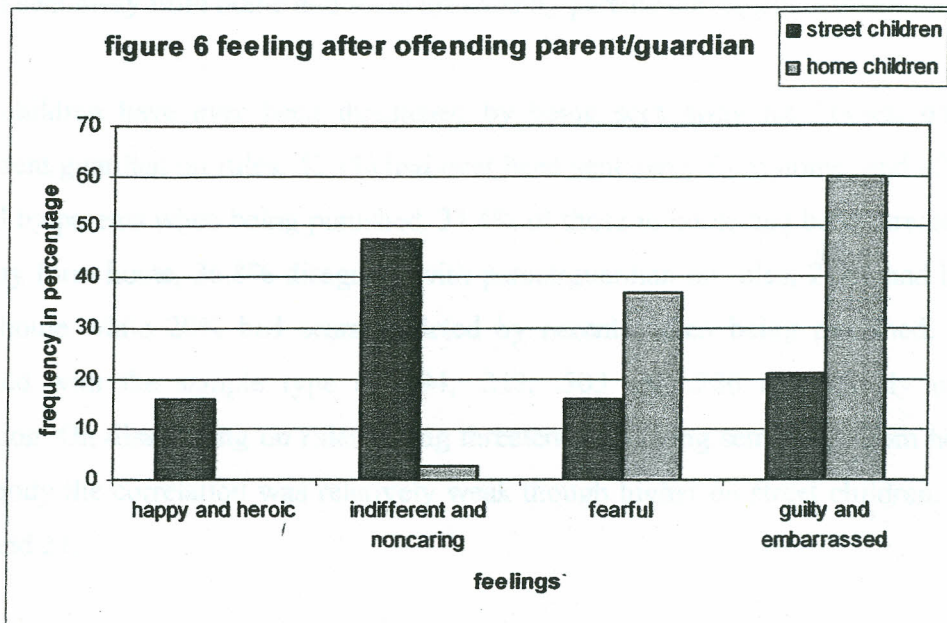
The graph below illustrates the above.



#### 4.14 Psychological instability and how children feel after offending parents/guardians

Asked on how they feel on learning that their behaviours have offended parents/guardians, street children seemed to have given up in their relationship with parents/guardians. Street children had 15% feeling happy and heroic, 47.7% indifferent and non-caring, 15.8% fearful and 21.1% guilty and embarrassed. Those in homes had none feeling happy and heroic, 2.9% felt indifferent and

non-caring 37.1% fearful and 60% guilty and embarrassed. The feeling having offended parents correlated at .554 with sample type. This indicated that the more a child felt happy and heroic the weaker the relational ties with the parents and the greater the likelihood of choosing street life. Feeling happy and heroic and indifferent and non-caring would mean that the child has become hardy and vengeful and therefore unstable psychologically. See table 11. The figure below illustrates this.



#### 4.15 Who children share with their stresses in life

Asked on who they share with suicidal thoughts and life challenges, 47.4% of street children who are suicidal shared with none, 10.5% with friends, 10.5% with relatives, 5.3% with siblings, 5.3% with parent or guardian and 21.1% not applicable. Children in home 14.3% sharing with none, none with friends, none with relatives, none with siblings, 2.9% with parent/guardian with 82.9% of them had not applicable. On life challenges 57.9% of street children shared with none, 15.8% with parent/guardian with friends, 5.3% with relatives, 5.3% with siblings and 15.8% with parent or guardian. For children in homes 34.3% shared with none, 14.3% with friends, 11.4% with relatives. 14.3% with siblings and 25.7% with parent/guardian. These variable correlated with sample type at .566 and .233 respectively. On suicidal thought the correlation was higher partly because very few children from home who had suicidal thoughts. This shows that children in general are likely not to share with anybody their psychological instabilities. Street children are even more likely not to share than children in homes. See tables 14 and 15.

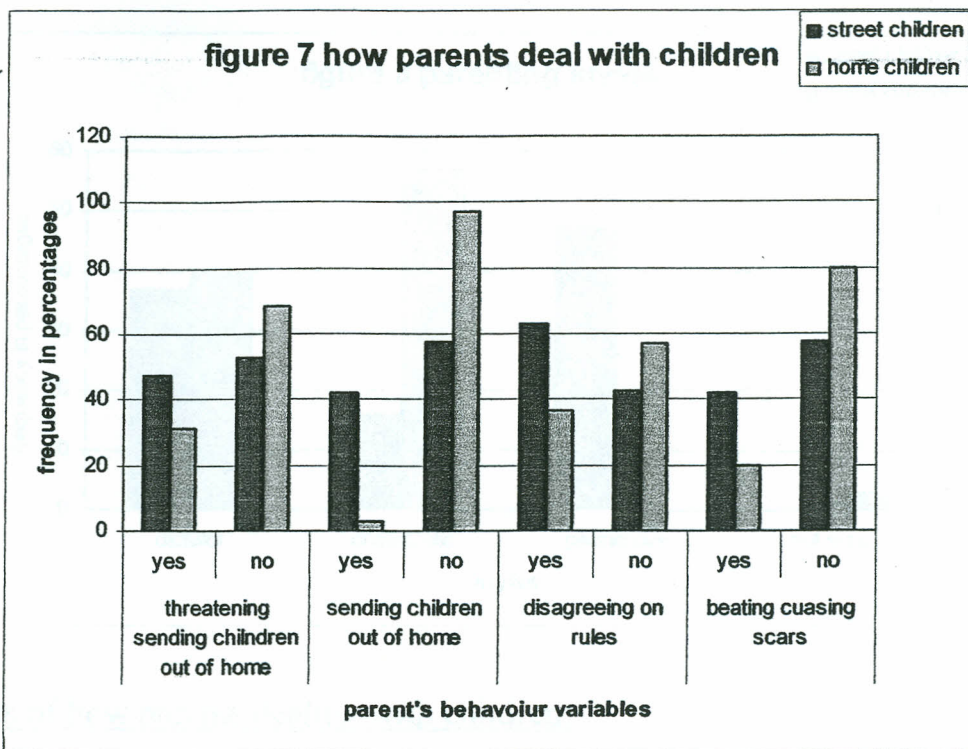
## **4.2 What street children complains about their families of origin in comparison with children in homes**

### **4.21 Various happenings in homes of street children which might affect parent-child relationship.**

Five factors were used being, threat of being sent away form home, disagreeing with parents on rules, having been sent away from home and scars inflicted by parents during punishment.

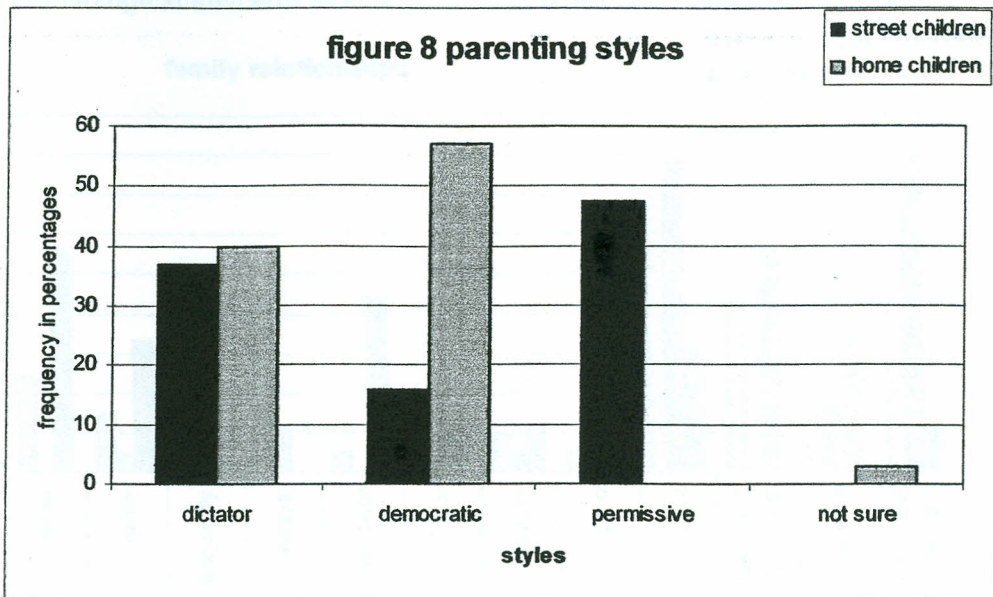
47.4% of street children have ever been threatened by being sent away for homes, 63.2% disagreed with parent/guardian on rules, 42.1% had ever been sent away form home, and 42.1% had scars inflicted by parents when being punished. 31.4% of those in home had been threatened by being sent away form home, 36.8% disagreed with parent/guardian on rules, 2.9% had been sent away form home while 20% had scars inflicted by parents when being punished. The variables correlated with the sample type at .194, .213, .503 and .236 respectively using spearman correlation. On disagreeing on rules, being threatened by being sent away from home and scars on the body the correlation was relatively weak though higher on street children. See tables 16, 18, 19 and 21.

This indicates that a child who goes into the street is likely to be often at loggerhead with parent/guardian. Parent/guardian engage in corrective measures which make the child feel insecure and unwanted. The rules might be so rigid to allow the child's creativity or too flexible giving a lot of leeway. With such behaviours children are likely to choose street life. The figure below illustrates the above.



#### 4.22 Parenting Styles.

Respondents were required to state their parents either as dictators, democratic or permissive. Each was explained to make the children make an informed choice the one which fitted them in their assessment. 36.8% of street children related their parents/guardians as dictators, 15% democratic and 47.4% permissive, 40% of children in home rated their parents/guardian as dictators, 57.1% as democratic and none as permissive, with 2.9% not being sure. The spearman correction was  $-0.254$ . This indicated that it doesn't mean that as you tend to dictatorship you are likely to lose children to the streets. It was rather opposite that permissive parents are likely to lose children into streets with democratic parents being least likely to. See table 17. The figure below shows the comparison.



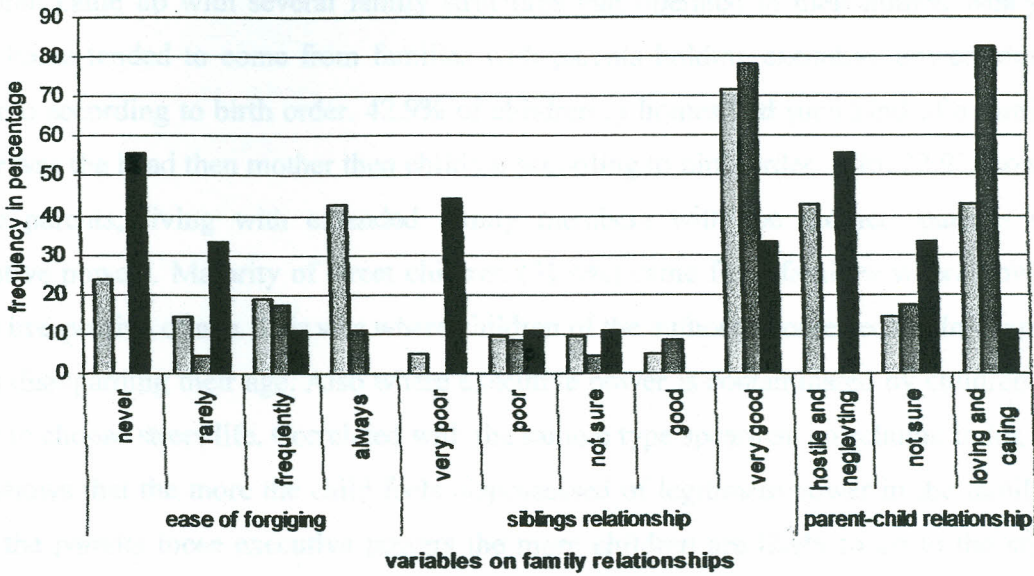
#### 4.23 Effects of how parents dealing with children.

This was explored by self report on ease of forgiving parent/guardian, sibling relationship and parent to child relationship. On ease to forgive, 52.6% street children would never forgive parent/guardian, 21.1% rarely forgive, 10.5% frequently forgive and 15.8% always forgave. None of the home children never forgave, 8.6% rarely forgave, 22.9% frequently forgave and 63.6% always forgave. Spearman correlation was .653. This indicates that most of street children are bitter with parents as compared with those in homes. On sibling relationship 26.3% street children rated it very poor, 10.5% as poor, 10.5% were not sure, 15.8% as good and 36.8% as very good. 8.5% of home children rated the relationship with siblings as poor, 5.7% were not sure and 85.7% as very good, none as very poor and very good. Spearman correlation index was .504. This indicates that with many of street children the relationship with sibling is severed and how parents deal with children affect siblings relationships. On parent-child relationship 63.2% of street children thought of parents as hostile and neglecting 21.1% were not sure and 15.8% as loving and caring. For those in homes 5.7 experience parents as hostile and neglecting, 17.1% not sure with 77.1% as loving and caring. Spearman correlation index was .654. This indicates that parents dealing with their children may severe parent child relationship and therefore push the children in streets. See tables 22, 23 and 24. See the figures below;

**figure 9 psychological effects of parents' parenting styles on**

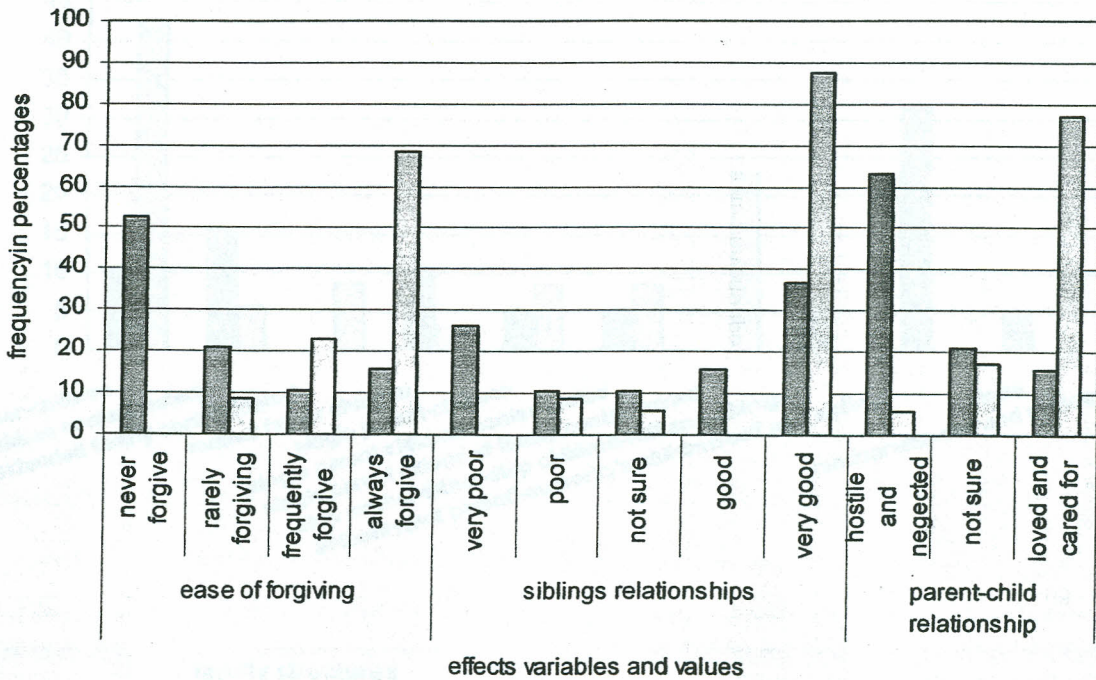
**family relationships**

- ▨ parenting styles dictator
- parenting styles democratic
- parenting styles permissive



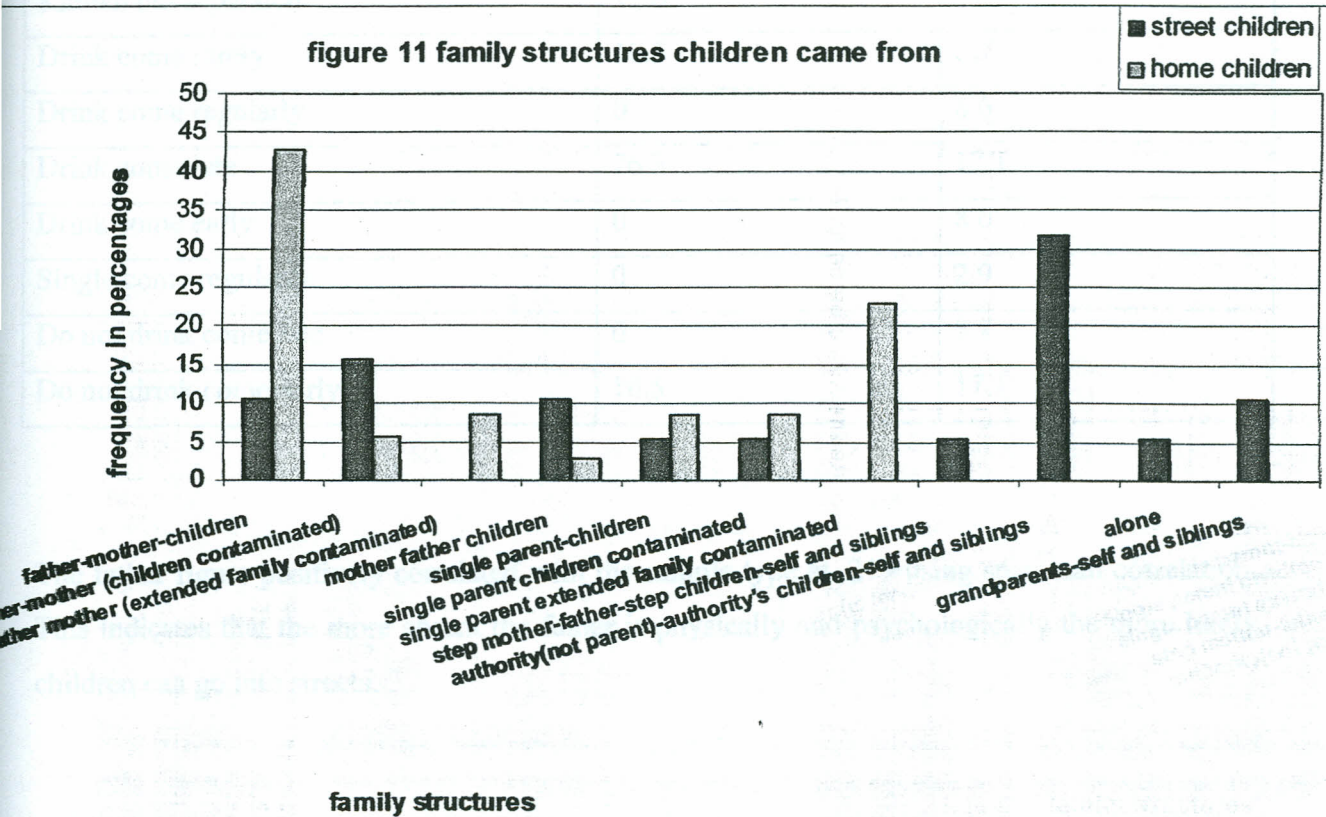
**figure 10 choosing street life and parents deal with children**

- street children
- ▨ home children



**4.3 The kind of family structures majority of street children come from in relation to those in streets.**

Children came up with several family structures that operated in their homes. Many children from home tended to come from families with parents holding executive powers delegated to children according to birth order. 42.9% of children in homes had such kind of a family, where father was the head then mother then children according to birth order. With 22.9% coming from single parents, living with extended family members with the mothers parents using the executive powers. Majority of street children (31.6%) came from families where power was in strata irrespective of age. This was where children of the authority come second in command as a group disregarding their age. Also where executive power is contaminated by children some are likely to choose street life. Correlated with the sample type spearman correlation index was .597. This shows that the more the child feels dispossessed of legitimate power in the family and the more the parents loose executive powers the more children are likely to go to the streets. See table 25 for details. See the figure below



#### 4.32 Family structure and the father figure:

Many families lack the father figure. Fathers are physically absent, psychologically absent or both. 63.2% of the street children fall in the category of the physically absent fathers with 36.8% coming from relatively physically present fathers. Those from homes had 48.6% from the physically absent father with 51.4% from relatively present fathers. The table below shows this.

**Table 4 The father figure and the sample type**

<b>Father figure</b>	<b>Street children (%)</b>	<b>Children in homes (%)</b>
Father not known	5.3	8.6
Father died	31.6	8.6
Known but separated	15.8	17.1
Drink come rarely	10.5	5.7
Drink come regularly	0	8.6
Drink come late	26.3	17.1
Drink come early	0	8.6
Single come regularly	0	2.9
Do not drink come late	0	5.7
Do not drink come early	10.5	17.1

The father figure positively correlated with the sample type at .219 using spearman correlation. This indicates that the more absent the father is physically and psychologically the more likely children can go into streets.

#### **4.4 Hypotheses testing:**

The study had three main hypotheses. Each one of them was supported by a number of variables.

**Hypothesis 1:** Psychological instability that emanates from the family relationship contributes significantly in the development of street child.

This hypothesis was broken into six variables. These are absentmindedness, suicidal ideations, thought of leaving home, view of life, view of future and using drugs. Tested at the significance level of 0.05 the difference was significant for all the variables. The null hypothesis was not assumed and therefore it is true that psychological instability has a significant contribution in the development of a street child. See tables 5, 6, 7, 8, 9 and 10. The more psychologically disturbed a child is the more the child is likely to joint street life.

**Hypothesis 2:** Family relational dynamics play a major role in the creation of a street child.

This hypothesis was broken into nine variables. These were disagreeing with parents on rules, parenting styles, having been sent away from home, assessment of life in the family, assessment on how parents deal with children, any scar, ease of forgiving parents/guardians, relationships with siblings and relations with parents. Tested at the 0.05 significant level all were significantly different. The null hypothesis was not assumed and therefore family relational factors have a role in the creation of a street child. See the tables 16, 17, 18, 19, 20, 21, 22, 23 and 24.

**Hypothesis 3** The family structure is a key relational factor in the creation of a street child.

The hypothesis was broken into two variables. These were the family structures and the father figure. Tested at 0.05 significant level, the two were significantly different. The null hypothesis was not assumed. This indicated that family structures contribute a lot in the development of a street child. See tables 25 and 26.

#### **4.5 Conclusion**

From the results it is established that psychological instability mainly emanating from the family sends children into the streets. For a child to leave home the ties between siblings and the parents must be broken due to dysfunctional family relational dynamics.

## CHAPTER 5

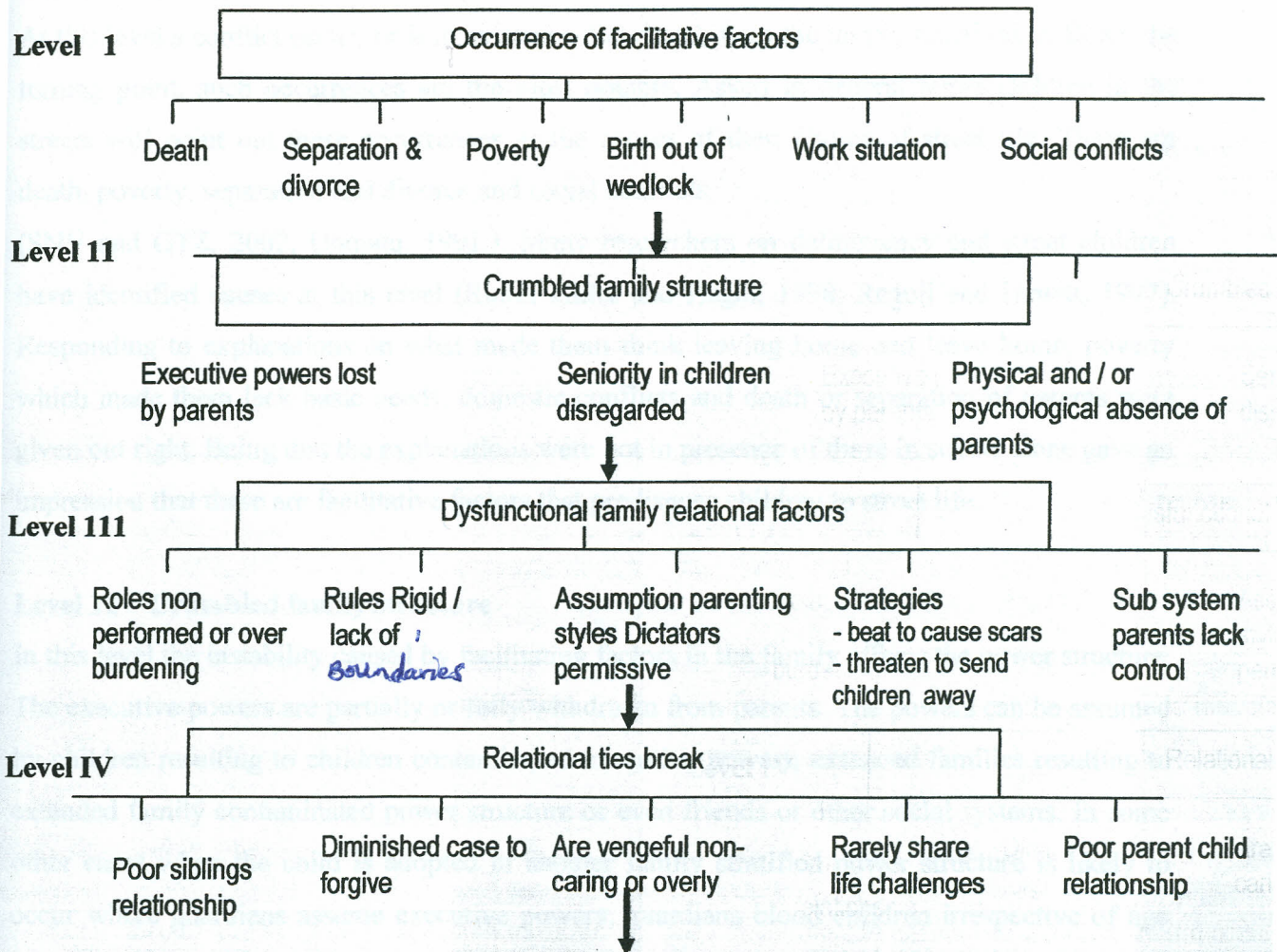
### RESULTS DISCUSSION, CONCLUSION AND RECOMMENDATION

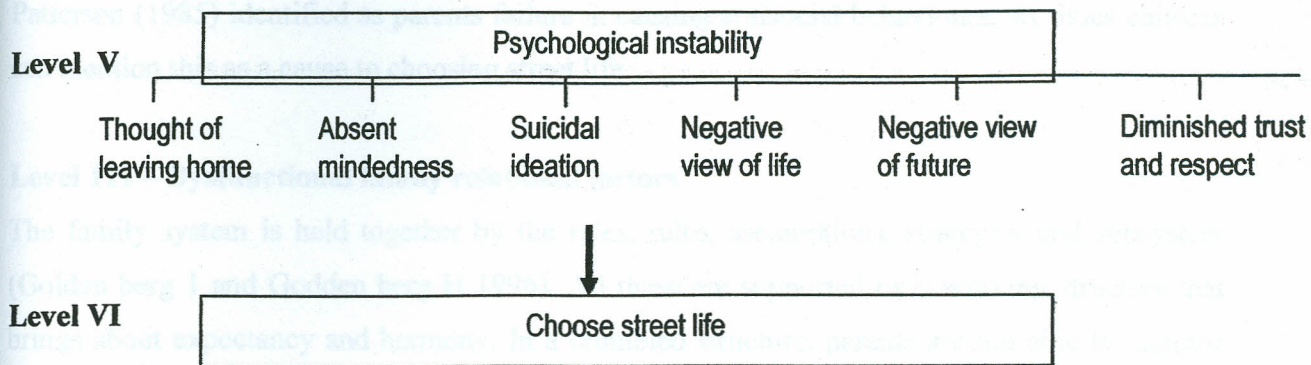
#### 5.0 Introduction

In this chapter results will be discussed to draw some learning. Some comments from the respondents and what other related literature say would be used to expound the results. Conclusion and recommendations would also be given.

#### 5.1 Results discussion

The study indicated that it is not pleasurable for children to choose street life. It involves a process which involves 5 levels as illustrated below:





**Level 1 – Occurrence of facilitating factors.**

At this level a conflict occurs or is in existence that destabilizes the family functioning. Being the turning point, such occurrences are the most notable. Asked in general terms children in the streets will point out these occurrences as the causes of their choice of street life. These are death, poverty, separation and divorce and social conflicts

(SNV and GTZ, 2002, Undugu, 1991.). Many researchers on delinquency and street children have identified causes at this level (Rutter Giller and Hagel, 1998, Regoli and Hewitt, 1997). Responding to explanations on what made them think leaving home and leave home, poverty which made them lack basic needs, domestic conflicts and death or separation of parents were given out right. Being that the explanations were not in presence of those in streets alone gave an impression that these are facilitative factors that predispose children to street life.

**Level 11 – Crumbled family structure**

In this level the instability caused by facilitating factors in the family affects the power structure. The executive powers are partially or fully withdrawn from parents. The powers can be assumed by children resulting to children contaminated executive powers, extended families resulting to extended family contaminated power structure or even friends or other social systems. In some other cases when the child is adopted in another family stratified power structure is likely to occur where guardians assume executive powers, guardians blood children irrespective of age forms another strata of delegation which comes second while the adopted children forms the lowest strata. Such structures degrade, bring about confusion, fail to enforce roles performance and rules adherence as parents continually loose control of children. This can bring about what

Patterson (1985) identified as parents failure in causing antisocial behaviours. At times children can mention this as a cause to choosing street life.

### **Level 111 – Dysfunctional family relational factors**

The family system is held together by the roles, rules, assumptions, strategies and subsystem (Golden berg 1 and Godden berg H 1996). All these are supported by a working structure that brings about expectancy and harmony. In a crumbled structure, parents are not able to monitor children behaviours and therefore roles are not performed and rules are not followed. Members therefore, hurt each other in the process. The family assumption tend to the negative with children perceiving life insecure as parents tend to loose control adopting dictatorship style or permissive style to hide their inadequacies. The strategies used in the family becomes dissatisfying such as threatening child by sending them away from home, indiscriminate beating causing physical injuries and actual sending of children away from home. Some other parents run away from home to drinking, overworking and other improper behaviours like domestic violence.

As situations worsen the subsystems crumble, children are triangulated and unholy alliances formed across generations (Nichol and Schwartz 2001) children will be easily influenced by peer as they lack directions.

### **Level IV – Relational ties break:**

At this level, warm feelings towards each other diminish. Children reports poor sibling relationships and poor parent-child relationship. They describe their parents as hostile, discriminative neglecting. They have a diminished ease to forgive and their trust towards other people diminishes. They rarely share their life challenges with parents, siblings and in many cases even with others. Because of the accumulated hurt feelings they become vengeful and therefore they offend to hurt or even it does not bother them to offend when it occurs. They are happy and heroic or indifferent and non-caring when they offend. When parents are too hostile they are overly fearful.

### **Level V – Psychological instability:**

At this level children will have lost hope in family comfort. They are frequently absent minded, frequently thinking of leaving home, and frequently have suicidal ideations. These are mainly based on family contexts. Some reasons they could give were lack of basic needs at home while the parents especially fathers were drinking alcohol daily, punished unfairly, harshness in being punished, discriminated against, being neglected, overworked and such other reasons.

As a consequence they develop a negative view of life and future. They see life as hard and conflicting and future as dark and hopeless. They dehumanize themselves with their self esteem going down. They transcend to diminished trust and respect to humanity in general. This is especially so if they are orphaned who feel dispossessed. Before leaving they will have tried means such as even taking drugs.

### **Level VI – Choose street life:**

Children get to the street in two ways. There are those to admire those in streets because of assumed freedom and there are those who just find themselves in the streets. When in the streets many lack a sense of how they can permanently be helped. Asked how they can permanently be helped many responded, a house being build for them, food provided and recreational facilities put up. They could not identify personal resources and efforts which can be identified and nurtured for long term benefits. This can explain why when asked they could say they came to the streets in search money, recreation and food. (SNV and GTZ, 2002).

In summary this being the case Bakers (1997) observation that the view of children as run away who need to be taken home, workers who need better access to education and health services and special cases with behaviour problems who need to be placed in institutions need to be changed is supported. What requires to be done is whole process of rehabilitating children as individuals and family systems they come from.

## 5.2 CONCLUSION

- In this study it is notable that relational factors in the family are the root cause of children's dissatisfaction in homes and choosing street life. It pains children that they are not with the relatives or a person to really care for them.
- Before they leave home they experience psychological instability which makes them have suicidal ideations, be frequently absent minded and frequently think of leaving home. They are likely to engage in some behaviours which make them seem naughty and therefore seen to be cause of their fate.
- Street children spend a lot of their time thinking of their past repressed hard feelings. They are not likely to share with any body. This eats up much of their psychological energy which could have been used in discovering themselves and developing their talents. They become over involved with meeting their basic needs with little enthusiasm to do something extra viewing themselves as victims. Many even lack a sense of how they can permanently be helped.
- Street children come from dysfunctional families where the power structure has crumbled dictatorial and permissive parenting styles are used, where rules and roles are not adequately met, with a lot of hostility, neglect and discrimination.
- Children have a clear picture of what they would like to be in life. What they need is a lot of guidance and space to exercise their abilities. They move in the streets because their dreams have been chartered when natural causes like death or artificial ones like separation and unskilled parenting causes conflicts disrupting the core systems in their lives. This is where their systems cannot stand the pull and push of metamorphosis and

morphogenesis tearing them apart releasing the children to float in the larger social systems.

- Poverty, single parenthood, orphan hood, blended families and other life conditions are not the direct causes of street children. If proper ties were maintained to sustain the family structure so as to sustain performance of roles and adherence of rules with proper boundaries to protect both individuals' and family's dignity, a positive view of life is maintained and with the members supporting each other children hang on. These conditions only facilitate lack of equilibrium in family's relational dynamics. This is a changeable condition a view which can give hope to those who feel hopeless that these conditions exist in their lives.
- There is no family without challenges to face. The extents to which they are able to adjust as well as to work on the environment to allow growth determine the direction the family would take in future. This gives the reason why some families have faced the above mentioned conflicts and have managed to overcome without breaking and releasing children in the streets as indicated in sample of children in homes.

### **5.3 Counseling implications**

- Street children are cases of dispossession whose right to be children has been denied. What they required is to be given back their childhood, be helped to identify and develop their talents to make them assets to their future.
- The family system is responsible in releasing children into the streets. Various conflicts as they frequently occur in families are not the true causes of street children but facilitative factors. Family relational factors as affected by the facilitative factors cause children psychological instability which make them choose street life.

• Movement from home to the streets is a process which can be intercepted before children go to the streets or reversed through rehabilitation. In such a rehabilitation process individual counseling theories are important in understanding the individual, identify internal wounds and conflicts and treat them. Systemic theories are then required to understand the individual's choice of street life as a push from the family system. For the reuniting with the family such theories would help in identifying dysfunctional dynamics and treating them. As it is a process to go to the street a good rehabilitation should be a process in reverse.

• A street child has a deep mistrust of the world and human beings. They also have lost the sense of self and life. The counselor has to be highly understanding and accepting highly supportive at the beginning with increased challenge and maintained high support as the counseling progresses. Carl Roger's conditions (congruence, Empathy and unconditional positive regard) are very essential if the counselor is to have a break through. Mere collection of street children, giving them food and other basic needs may not be really helpful in long term, though a necessity and a good beginning for any work with street children.

• A fruitful counseling process would involve.

- (1) Building rapport by paying them visits in the streets and providing food and clothing.
- (2) Convincing them that they need to be in an institution and collecting those who are ready and putting them in a rehabilitation centre.
- (3) Use of drugs is prohibited, health services provided, and hygienic conditions observed. Counseling programs, school / or training programme begins. Personal psychological issues are identified and dealt with either in groups or individual therapy.
- (4) Family data is collected and systemic issues identified. Individuals are helped to understand family relational dynamics and how they caused their situations. Family visitations can be planned.
- (5) Family members are invited for visitations at the centre where they can be given some counselling and meet with children.
- (6) Children are encouraged to visit home alone and come back at the centre which can eventually be permanent going back home.

## **5.4 Recommendations**

The problem of street children is manageable only if all in the community can hold hands in the fight against the vice. It is not a fight that can be won by rehabilitation agents alone. It can be fought in two level being prevention level and rehabilitative level. To deal with the problem efforts to reduce the facilitating factors such as orphan hood, single parenthood, poverty, divorce and separation, and general view of children in the society which destabilizes families causing dysfunctional relational factors amongst the family members must be made.

Because it is not possible to eliminate them 100% efforts should also be made to enlighten the community on these possible occurrences and possible outcomes and how to cope in such conditions. Awareness is not enough as even with such efforts time and again some children might find it difficult to stay at home and join street life or even member of the community can notice cases where children are being mistreated. Formal social set-ups should be increased and improved to meet the needs of such children early enough before being too desperate to a point of loosing personal dignity which they ran away in search of.

The government should develop and implement policies that reduce poverty, deaths of young parents, improve moral responsibility and social responsibility and unity among its citizens.

These are such policies as:

- Policies that empower people economically by reducing unemployment. Those that support industrialization and improvement of agricultural and informal sector which can support the majority of the poor. Such would improve people's economic power creating a broad based sustainable solution to the problem.

- Policies that emphasize on the value and dignity of children as future human resource rather than as a problem. These are policies that help children in developing their talents so as to become assets rather than liabilities in the community. These are such policies as educational policies which promote rights of children and all round development of children rather than basically focusing on high academic performance, promoting social sciences in the same strength as physical sciences to avoid creation of industrialists who disregard humanity and injecting counselling concepts in many professional studies and social organs so as to equip people with personal assessment kits in their psychological well being.
- Policies that support guidance and counselling in schools strengthening of such departments by appointing professional counselors to head the departments. This is because schools are social setups where majority of people will pass through as parents and children and are likely to be identified as needy and helped before releasing children to the streets or going to the streets. Again schools are identified as one of the facilitating social set-ups for the children joining street life.
- Policies that allow honorable divorce and separation to prevent after math effects on the parents and children alike, those relating to property inheritance to prevent dispossession of widows and children by relatives more especially enlightening people on their rights in such cases and those that allow setting up many formal setups by the government and other organizations to help in healing those who have fallen victim of the facilitating conditions children and their families and reuniting them. to succeed in such endeavors such policies should emphasize on involvement of trained professional in social work and counselling with specialization

- Policies that support social research so as to help in identification of social problems and challenges that lead to various street children menace and how well they can be solved.

Civil organizations and religious groups should do a lot of community counselling and give rehabilitation services. In so doing they should:

- Identify specific problems faced by specific groups so that they can give relevant specialized help for different groups.
- Use the resources properly so as to help as many as possible by maximizing the benefits by the targeted population.
- Engage in both preventative as well as rehabilitative measures so that as they help those affected they reduce occurrence of new cases.
- In preventative measures they should give a lot of psycho-education creating self awareness, value of children as well as awakening in people the need to take good care not only to their own children but also to other children in their surrounding as it was in our African traditional societies.
- In rehabilitation services they should not only give immediate remedial services but should help even in long term services such as healing the wounds of the past and reunite the children with relatives creating new relational ties. This gives the child a firm supportive structure in future life challenges as they marry to form their own families to avoid repeating the mistakes of the family of origin.
- Engage professionals in their efforts so as to streamline their services to avoid wastage of resources and frustrating the recipients of their services.

- Enlighten people on available resources human and physical , personal and social, private and public which they can use to better their living conditions and solve their life conflicts.

Private practitioners should popularize counselling services and others social services aimed at helping people in dealing with their life challenges effectively. Apart from popularizing the services they should make them affordable to as many people as possible. This is because many end up in the streets because those who take care of them are not aware where and how they can get such services while others do not know whether they exist or not. Some others know but the services might be charged so highly that they might not afford. They should:

- Use available social set-ups such as churches and schools to reach the community.
- Organize seminars and workshops to sensitize people on what counselling or those other services they offer can help the individuals and how they can be helped.
- Training as many practitioners as possible to take care of the rising need.
- Form professional bodies to protect the professions from being invaded by quacks lowering their dignity and trust from the consumers of the services.

With such measures the problem of street children can be made a matter of the past in our community.

## **5.5 Recommendations for further research**

More research need to be done on individual dysfunctional factor for deeper understanding and what happens when they join the street life which maintains them in the street life.

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# APPENDIX 1

## TABLES

**Table 5 absent mindedness in relation to sample type**

			sample type		Total
			street child	child in home	
absent mindedness	frequently	Count	12	13	25
		% within sample type	63.2%	37.1%	46.3%
	rarely	Count	6	19	25
		% within sample type	31.6%	54.3%	46.3%
	not applicable	Count	1	3	4
		% within sample type	5.3%	8.6%	7.4%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation      ValueAsymp. Std. Error      Approx. T  
 .239      .132      1.775  
 N of Valid Cases      54

Not assuming the null hypothesis.

**Table 6 suicidal ideation in relation to sample type**

			sample type		Total
			street child	child in home	
suicidal ideation	frequently	Count	12	3	15
		% within sample type	63.2%	8.6%	27.8%
	rarely	Count	3	4	7
		% within sample type	15.8%	11.4%	13.0%
	not applicable	Count	4	28	32
		% within sample type	21.1%	80.0%	59.3%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation      Value      Asymp. Std. Error      Approx. T  
 .612      .109      5.575  
 N of Valid Cases      54

Not assuming the null hypothesis.

**Table 7 thought of leaving home in relation to sample type**

			sample type		Total
			street child	child in home	
thought of leaving home	frequently	Count	13	11	24
		% within sample type	68.4%	31.4%	44.4%
	rarely	Count	3	6	9
		% within sample type	15.8%	17.1%	16.7%
	not applicable	Count	3	18	21
		% within sample type	15.8%	51.4%	38.9%
<b>Total</b>	Count	<b>19</b>	<b>35</b>	<b>54</b>	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .381 Asymp. Std. Error .119 Approx. T 2.969  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 8 view of life in general in relation to sample type**

			sample type		Total
			street child	child in home	
view of life in general	hard and conflicting	Count	12	11	23
		% within sample type	63.2%	31.4%	42.6%
	not sure	Count	1		1
		% within sample type	5.3%		1.9%
	easy and requires no planning	Count	2	4	6
		% within sample type	10.5%	11.4%	11.1%
	challenging and manageable	Count	4	20	24
		% within sample type	21.1%	57.1%	44.4%
	<b>Total</b>	Count	<b>19</b>	<b>35</b>	<b>54</b>
		% within sample type	100.0%	100.0%	100.0%

Ordinal by Ordinal Spearman Correlation Value .353 Asymp. Std. Error .123 Approx. T 2.719  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 9 view of future in relation to sample type**

			sample type		Total
			street child	child in home	
view of future	dark and hopeless	Count	13	3	16
		% within sample type	68.4%	8.6%	29.6%
	dark but hopeful	Count	3	11	14
		% within sample type	15.8%	31.4%	25.9%
	not sure	Count	2	9	11
		% within sample type	10.5%	25.7%	20.4%
	bright and hopeful	Count	1	12	13
		% within sample type	5.3%	34.3%	24.1%
<b>Total</b>	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value Asymp. Std. Error Approx. T  
 .570 .103 5.004  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 10 ever tried to use drugs in relation to sample type**

			sample type		Total
			street child	child in home	
ever tried to use drugs	yes	Count	15	4	19
		% within sample type	78.9%	11.4%	35.2%
	no	Count	4	31	35
		% within sample type	21.1%	88.6%	64.8%
<b>Total</b>	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value Asymp. Std. Error Approx. T  
 .675 .105 6.601  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 11 ones feeling on learning has offended parents in relation to sample type**

			sample type		Total
			street child	child in home	
ones feeling on learning has offended parents	happy and heroic	Count	3		3
		% within sample type	15.8%		5.6%
	indeferent and non-caringj	Count	9	1	10
		% within sample type	47.4%	2.9%	18.5%
	fearful	Count	3	13	16
		% within sample type	15.8%	37.1%	29.6%
	guilty and embarrassed	Count	4	21	25
		% within sample type	21.1%	60.0%	46.3%
<b>Total</b>	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

	Value	Asymp. Std. Error	Approx. T
Ordinal by Ordinal Spearman Correlation	.554	.115	4.798
N of Valid Cases	54		

Not assuming the null hypothesis.

**Table 12 content of thought in absentmindedness in relation to sample type**

			sample type		Total
			street child	child in home	
content of thought in absentmindedness	not applicable	Count	5	3	8
		% within sample type	26.3%	8.6%	14.8%
family		Count	9	16	25
		% within sample type	47.4%	45.7%	46.3%
self		Count	1	4	5
		% within sample type	5.3%	11.4%	9.3%
school		Count	3	10	13
		% within sample type	15.8%	28.6%	24.1%
others		Count	1	2	3
		% within sample type	5.3%	5.7%	5.6%
Total		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

	Value	Asymp. Std. Error	Approx. T
Ordinal by Ordinal Spearman Correlation	.230	.134	1.707
N of Valid Cases	54		

Not assuming the null hypothesis.

**Table 13 content of thought in suicidal thought in relation to sample type**

			sample type		Total
			street child	child in home	
content of thought in suicidal thought	family	Count	8	4	12
		% within sample type	42.1%	11.4%	22.2%
school		Count	8	1	9
		% within sample type	42.1%	2.9%	16.7%
others		Count		1	1
		% within sample type		2.9%	1.9%
not applicable		Count	3	29	32
		% within sample type	15.8%	82.9%	59.3%
Total		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

	Value	Asymp. Std. Error	Approx. T
Ordinal by Ordinal Spearman Correlation	.618	.110	5.673
N of Valid Cases	54		

Not assuming the null hypothesis.

**Table 14 suicidal thought shared with in relation to sample type**

			sample type		Total
			street child	child in home	
suicidal thought shared with	none	Count	9	5	14
		% within sample type	47.4%	14.3%	25.9%
	friends and others	Count	2		2
		% within sample type	10.5%		3.7%
	other relatives	Count	2		2
		% within sample type	10.5%		3.7%
	siblings	Count	1		1
		% within sample type	5.3%		1.9%
	parents/guardian	Count	1	1	2
		% within sample type	5.3%	2.9%	3.7%
	not applicable	Count	4	29	33
		% within sample type	21.1%	82.9%	61.1%
<b>Total</b>		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

	Value	Asymp. Std. Error	Approx. T
Ordinal by Ordinal Spearman Correlation	.566	.116	4.947
N of Valid Cases	54		

Not assuming the null hypothesis.

**Table 15 life challenges shared with in relation to sample type**

			sample type		Total	
			street child	child in home		
life challenges shared with	none	Count	11	12	23	
		% within sample type	57.9%	34.3%	42.6%	
	friends	Count	3	5	8	
		% within sample type	15.8%	14.3%	14.8%	
	other relatives	Count	1	4	5	
		% within sample type	5.3%	11.4%	9.3%	
	siblings	Count	1	5	6	
		% within sample type	5.3%	14.3%	11.1%	
	parents/guardian	Count	3	9	12	
		% within sample type	15.8%	25.7%	22.2%	
	<b>Total</b>		Count	19	35	54
			% within sample type	100.0%	100.0%	100.0%

	Value	Asymp. Std. Error	Approx. T
Ordinal by Ordinal Spearman Correlation	.233	.130	1.724
N of Valid Cases	54		

Not assuming the null hypothesis.

**Table 16 disagree with parents on rules in relation to sample type**

			sample type		Total
			street child	child in home	
disagree with parents on rules	yes	Count	12	15	27
		% within sample type	63.2%	42.9%	50.0%
	no	Count	7	20	27
		% within sample type	36.8%	57.1%	50.0%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .194 Asymp. Std. Error .133 Approx. T 1.425  
 N of Valid Cases 54  
 Not assuming the null hypothesis.

**Table 17 parenting styles in relation to sample type**

			sample type		Total
			street child	child in home	
parenting styles	dictator	Count	7	14	21
		% within sample type	36.8%	40.0%	38.9%
	democratic	Count	3	20	23
		% within sample type	15.8%	57.1%	42.6%
	permissive	Count	9		9
		% within sample type	47.4%		16.7%
	5.00	Count		1	1
		% within sample type		2.9%	1.9%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value -.254 Asymp. Std. Error .151 Approx. T -1.891  
 N of Valid Cases 54  
 Not assuming the null hypothesis.

**Table 18 threatened with being sent away from home in relation to sample type**

			sample type		Total
			street child	child in home	
threatened with being sent away from home	frequently	Count	7	4	11
		% within sample type	36.8%	11.4%	20.4%
	rarely	Count	2	7	9
		% within sample type	10.5%	20.0%	16.7%
	not applicable	Count	10	24	34
		% within sample type	52.6%	68.6%	63.0%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation .213 Value Asymp. Std. Error .140 Approx. T 1.572  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 19 ever sent away from home in relation to sample type**

			sample type		Total
			street child	child in home	
ever sent away from home	yes	Count	8	1	9
		% within sample type	42.1%	2.9%	16.7%
	no	Count	11	34	45
		% within sample type	57.9%	97.1%	83.3%
Total		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

Ordinal by Ordinal Spearman Correlation .503 Value Asymp. Std. Error .114 Approx. T 4.196  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 20 assessment of parents dealing with them in relation to sample type**

			sample type		Total
			street child	child in home	
assessment of parents dealing with them	hostility	Count	4	4	8
		% within sample type	21.1%	11.4%	14.8%
	discriminated	Count	4	3	7
		% within sample type	21.1%	8.6%	13.0%
	neglected	Count	4		4
		% within sample type	21.1%		7.4%
	absolute freedom	Count	5	1	6
		% within sample type	26.3%	2.9%	11.1%
	discipline	Count	2	27	29
		% within sample type	10.5%	77.1%	53.7%
Total		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

Ordinal by Ordinal Spearman Correlation .527 Value Asymp. Std. Error .119 Approx. T 4.474  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 21 any scar inflicted by parents in relation to sample type**

			sample type		Total
			street child	child in home	
any scar inflicted by parents	yes	Count	8	7	15
		% within sample type	42.1%	20.0%	27.8%
	no	Count	11	28	39
		% within sample type	57.9%	80.0%	72.2%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .236 Asymp. Std. Error .139 Approx. T 1.749  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 22 ease of forgiving parents in relation to sample type**

			sample type		Total
			street child	child in home	
ease of forgiving parents	never forgive	Count	10		10
		% within sample type	52.6%		18.5%
	rarely forgive	Count	4	3	7
		% within sample type	21.1%	8.6%	13.0%
	frequently forgive	Count	2	8	10
		% within sample type	10.5%	22.9%	18.5%
	always forgive	Count	3	24	27
		% within sample type	15.8%	68.6%	50.0%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .653 Asymp. Std. Error .099 Approx. T 6.220  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 23 assessment of siblings relationship in relation to sample type**

			sample type		Total
			street child	child in home	
assessment of siblings relationship	very poor	Count	5		5
		% within sample type	26.3%		9.3%
	poor	Count	2	3	5
		% within sample type	10.5%	8.6%	9.3%
	not sure	Count	2	2	4
		% within sample type	10.5%	5.7%	7.4%
	good	Count	3		3
		% within sample type	15.8%		5.6%
	very good	Count	7	30	37
		% within sample type	36.8%	85.7%	68.5%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .504 Asymp. Std. Error .122 Approx. T 4.205  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 24 assessment of parent-child relationship in relation to sample type**

			sample type		Total
			street child	child in home	
assessment of parent-child relationship	hostile and neglecting	Count	12	2	14
		% within sample type	63.2%	5.7%	25.9%
	not sure	Count	4	6	10
		% within sample type	21.1%	17.1%	18.5%
	loving and caring	Count	3	27	30
		% within sample type	15.8%	77.1%	55.6%
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation Value .654 Asymp. Std. Error .100 Approx. T 6.241  
 N of Valid Cases 54

Not assuming the null hypothesis.

**Table 25 the family structure in relation to sample type**

			sample type		Total
			street child	child in home	
the family structure	father-mother-children	Count	6		6
		% within sample type	31.6%		11.1%
	father-mother (children contaminated)	Count	1		1
		% within sample type	5.3%		1.9%
	father-mother (extended family contaminated)	Count	1		1
		% within sample type	5.3%		1.9%
	mother-father-children	Count	2		2
		% within sample type	10.5%		3.7%
	single parent-children	Count	3	2	5
		% within sample type	15.8%	5.7%	9.3%
	single parent (children contaminated)	Count	1	3	4
		% within sample type	5.3%	8.6%	7.4%
	single parent extended family contaminated	Count		3	3
		% within sample type		8.6%	5.6%
stepmother-father-step children-self and siblings	Count	2	1	3	
	% within sample type	10.5%	2.9%	5.6%	
authority (not parent)-authorities alone	Count		8	8	
	% within sample type		22.9%	14.8%	
grand mother-grand children	Count	1	3	4	
	% within sample type	5.3%	8.6%	7.4%	
Total	Count	2	15	17	
	% within sample type	10.5%	42.9%	31.5%	
Total		Count	19	35	54
		% within sample type	100.0%	100.0%	100.0%

Ordinal by Ordinal Spearman Correlation  
N of Valid Cases

Value Asymp. Std. Error  
.597  
54

Approx. T  
5.370

Not assuming the null hypothesis.

**Table 26 the father figure in relation to sample type**

			sample type		Total
			street child	child in home	
the father figure	not known	Count	1	3	4
		% within sample type	5.3%	8.6%	7.4%
	died	Count	6	3	9
		% within sample type	31.6%	8.6%	16.7%
	known separated	Count	3	6	9
		% within sample type	15.8%	17.1%	16.7%
	drink come rarely	Count	2	2	4
		% within sample type	10.5%	5.7%	7.4%
	drink come regularly	Count		3	3
		% within sample type		8.6%	5.6%
	drink come home late	Count	5	6	11
		% within sample type	26.3%	17.1%	20.4%
	drink come early	Count		3	3
		% within sample type		8.6%	5.6%
	single father come home regularly	Count		1	1
		% within sample type		2.9%	1.9%
	dont drink come home late	Count		2	2
		% within sample type		5.7%	3.7%
dont drink come home early	Count	2	6	8	
	% within sample type	10.5%	17.1%	14.8%	
Total	Count	19	35	54	
	% within sample type	100.0%	100.0%	100.0%	

Ordinal by Ordinal Spearman Correlation ValueAsymp. Std. Error Approx. T  
 N of Valid Cases .219 .130 1.617  
 Not assuming the null hypothesis.

## APPENDIX 2

### INTERVIEW SCHEDULE:

#### A STUDY INTO THE ROLE OF FAMILY RELATIONSHIPS AND CARING OF A STREET

#### CHILD

Welcome to this interview. The researcher is a Masters of Education Guidance and Counselling student at Kenyatta University Psychology Department. It involves exploration into family relationships and their effects on the child. The main aim is to find out whether family relationships have a role in either retaining a child at home or pushing them into the streets. Your contribution is highly appreciated. Answer every question as genuinely as possible and to the best of your knowledge. No answer is wrong as long as it is drawn from your experience. For the purpose of confidentiality the report sheet shall not bear your name and the researcher will not require to know your name. The information you give shall be private and confidential. It shall not be used for any other purpose other than this study. You are free to withhold any answer though it would be of much help if you answer all.

Welcome and feel free to share with me.

#### **PART A. [Individuals status]**

1. How old are you?

A 0-6 years

C 12-18years

B 7-11 years

2. Gender A Male

B Female

3. What is your birth position in family? \_\_\_\_\_ Number of children \_\_\_\_\_

4. (i) Are there times when you are absent minded?

A Yes

B No

(ii) How often?

A) N/A

B Rarely

C Frequently

(iii) What normally catches your attention to be absent minded? a. N/A

b. Family  explanation \_\_\_\_\_

c. School  explanation \_\_\_\_\_

d. Self  explanation \_\_\_\_\_

e. Others  explanation \_\_\_\_\_

5. How do you see life in general?

a. Hard and conflicting

b. Challenging and Manageable

c. Easy and requires no or little planning

Explanation \_\_\_\_\_

6. What do you think of your future?

a. Bright and hopeful

c. Dark but hopeful

b. Dark and hopeless

d. Not sure

Explanation: \_\_\_\_\_

7. With whom do you normally share your challenges in life?

a. Parents/Guardian  b. Siblings  c. Friends  d. Other relatives

e. None

8. i. Have you ever thought of running away from home?

a. Yes  b. No

(ii), How often? \_\_\_\_\_

(iii). What made you feel like leaving home?

a. N/A

b. Explanation

(iv) How comes you have never left home?

---

9. (i) Have you ever tried using drugs?

a. Yes

b. No

(ii). Which type?

a. N/A  b. Tobacco  c. Alcohol  d. Bhang  e. Glue  f. Others

10. (i) Have you ever even for a single moment thought of suicide as a solution to your

challenges in life? a. Yes

b. No

(ii) Who did you share with?

---

(iii). What was happening in your life then?

a. Issue to do with family  b. Issue to do with school  c. Issue to do with friends

c. Others  d. N/A

Explanation \_\_\_\_\_

**PART B. (Family relationships and their effects on you.)**

11. (i) Who do you live/were you living with?

a. Both parents and siblings  g. One parent

b. Both parents and siblings with one often absent  h. One parent and a step parent

c. One parent, step parents and step siblings  i. Both parents

d. One parent and siblings  j. Step parent and step sibling

e. Any other relative  k. Alone with siblings

f. Alone  l. Others

(ii) Please give some information about each (drinking, physical presence, giving guidance on life and concern).

12. Are/were there times when you disagree/disagreed with your parent/guardian on rules

a. Yes

b. No

13. We have three parenting styles

a. Dictatorship

b. Democratic

c. Permissive

In which category can you place your parent/Guardian?

Explain \_\_\_\_\_

14 (i) Have you ever been threatened with being thrown away from home?

a. Yes

b. No

Explain \_\_\_\_\_

(ii) How often.

a. N/A

b. Yes

c. No

(iii) Has it ever happened?

a. N/A

b. Yes

c. No

15 How old were you when you first left?

a. N/A

b. age

16 (i) Are there times you reflect on the life with your family?

a. Yes

b. No

(ii) What normally comes into your mind?

(iii) On thinking of how your parents/guardians deal /used to deal with you what normally

comes in mind a. N/A b. Hostility

c. Discipline  d. Neglect  e. Absolute freedom  f. Discriminati

17. Do you have any scar on your body inflicted on you by your parent/Guardian?

a. Yes

b. No

18. How do you feel/were you feeling on learning that your parents are/were being offended by your behaviour? a. Guilty and embarrassed  b. Happy and heroic  c. Indifferent and non-caring  d. Fearful

Explain \_\_\_\_\_

19. Focusing on the relationship with your siblings how would you describe it?

a. Very good  b. Good  c. Poor  c. very Poor  Impossible to tell

Explain \_\_\_\_\_

20. Asked to report on your relationship with your parent/guardian, what would you say? You feel:

a. Loved and cared for  b. Hated and neglected  c. Not sure

21. (i) Are/were there times you feel/felt offended by your parents/guardians?

a. Yes  b. No

(ii) what happened so that you feel offended?

Explanation-----

22. At such times when you feel/felt offended, how easy are/were you likely to forgive them?

a. Always forgive  b. Sometimes forgive  c. Rarely forgive  d. Never forgive

23. Give the line of authority in your family.

31. Any other comment

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation and assistance.

### APPENDIX 3

#### RESEARCH TIMETABLE

1st Jan to Feb 2005	<ul style="list-style-type: none"><li>- Literature review</li><li>- Defining the research problem</li></ul>
March 2005	<ul style="list-style-type: none"><li>- Literature review continued</li><li>- Compiling the introduction</li><li>- Chapter of the proposal</li><li>- compiling of the literature review chapter</li></ul>
April 2005	<ul style="list-style-type: none"><li>- Preparing the interviewing schedule</li><li>- Compiling the methodology chapter</li><li>- Literature review continued</li><li>- Presenting proposal for supervision</li></ul>
May 2005 - June 2005	<ul style="list-style-type: none"><li>- Seeking permission</li><li>- Making necessary adjustments in the proposal</li><li>- Testing the research tool</li><li>- doing the field work and planning for the analysis.</li></ul>
July 2005 - August 2005	<ul style="list-style-type: none"><li>- Compiling the research report</li><li>- Handing in to the Supervisor</li></ul>

## APPENDIX 4

### THE RESEARCH BUDGET

ITEM	AMOUNT (KSH)	COST PER ITEM (KSH)	COST (KSH)	TOTALS (KSH)
<b>STATIONARIES</b>				
A4 ruled papers	2 reams	400.00	800.00	
Ball pens	10 pieces	10.00	100.00	
Pencils	2 Pieces	20.00	60.00	
Eraser	3 Pieces	20.00	60.00	
Stapler	1piece	350.00	350.00	
Staples	1 Packet	20.00	20.00	
Paper punch	1 piece	400.00	400.00	<b>1790.00</b>
<b>SERVICES</b>				
Typing & printing			6,000.00	
Photocopying			3,000.00	
Binding			4,000.00	<b>13000.00</b>
<b>PERSONALEXPENSES</b>				
Transport			7,000.00	
Lunch			3,000.00	
Library charges			4,000.00	<b>14000.00</b>
			<b>SUB TOTAL</b>	
Contingences			5,000.00	<b>5000.00</b>
<b>TOTAL</b>				<b>33790.00</b>