

**INFLUENCE OF POSITIVE SANCTIONS ON CHILDREN'S
SOCIAL DEVELOPMENT: THE CASE OF KURIA EAST SUB
COUNTY, MIGORI COUNTY, KENYA**

**BY
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2022

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COUNTY, MIGORI COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN
SOCIOLOGY OF THE DEPARTMENT OF HUMANITIES AND
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2022

DECLARATION

I declare that this thesis is my original work and has not been presented for award of a degree in Rongo University, or any other University. The work reported herein is my own and all sources of information have been cited and acknowledged by means of references.

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DEDICATION

This thesis is dedicated to my wife, Betty and my three sons, Brian, Ezra and Timothy. A special feeling of gratitude goes to my late father, Zadock.

ACKNOWLEDGEMENT

I am very much grateful to the Almighty God for His guidance and provision of good health that enabled me to go through this process alongside other obligations that were also demanding. This was not possible without His care and protection.

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ABSTRACT

Children's social development is a worldwide concern, because it is the foundation for lifelong learning in every aspect of children life. Negative sanction methods used to promote children's social development are more pronounced than positive sanctions. This study sought to investigate the influence of positive sanctions on children's social development in Kuria East Sub-County. Specific objectives of the study were to; assess the influence of reward on children's social development, establish the influence of parenting styles on children's social development and determine effectiveness of resilience building on children's social development. The study was guided by Social Action Theory. It employed cross-sectional survey design and mixed-methods approach. The sample size was 391 households determined by Taro Yamane formula from a population of 17,363 households. Four key informants comprising of school head teachers were purposively selected. The study employed multistage cluster sampling method after which proportionate samples were allocated to each data collection site. Simple random sampling was used to select main respondents. The study used questionnaire for main respondents and key interview schedule for key informants. Validity of the instruments was ascertained by the University supervisors and through training of research assistants. Reliability was enhanced through computation of Cronbach alpha of internal consistency after a pilot study in Kuria West Sub-County. Quantitative data were analysed inferentially using Pearson product-moment correlation coefficient while descriptive statistics were analysed descriptively using frequency counts, percentage, mean and standard deviation. Qualitative data were analysed thematically. Quantitative data were presented using tables and charts while qualitative data were presented in themes based on the study objectives. The study revealed that rewards have moderate positive influence on children's social development, with statistically significant ($r=0.319$, $p<.000$) relationship. Monetary reward had weak positive relationship with children's social development, however, not statistically significant ($r=.096$, $p>.05$) whereas social approval had moderate positive ($r=.439$, $p<.05$) and statistically significant relationship with children's social development. Parenting styles had moderate, positive ($r=.416$, $p<.05$) and statistical significant influence on children's social development. Authoritative parenting had a strong positive and significant influence on children's social development ($r=.648$, $p<.000$), authoritarian parenting had moderate and positive influence on children's social development ($r=.233$, $p<.000$) while permissive parenting had weak negative influence on children's social development ($r=.233$, $p<.000$). Resilience building had strong and positive significant relationship ($r=.759$, $p<.000$) with children's social development. Resilience building administered by parents or household head had stronger positive and significant influence ($r=.795$, $p<.000$) on children's social development than resilience building administered by peers, religious leaders and teachers ($r=.664$, $p<.000$). The study recommends to the Ministry of Education to put in place a policy on use of rewards in form of social approval to empower children and encourage children's social development. The Directorate of Social Development, Culture and Sports to step up sensitization and trainings on positive parenting approaches with emphasis on Authoritative parenting style. The Ministry of Education to enforce use of resilience building approaches to achieve children's social development in schools.

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LIST OF ACRONYMS

- ACRWC : African charter on the rights and welfare of the child.
- CDC : Centre for Disease Control and Prevention
- HH : Household
- HHH : Household Head
- HT : Head teacher
- IHL : International Humanitarian Law
- IHRC : International Human Rights Commission
- KNBS : Kenya National Bureau of Statistics
- MISC : Multiple Indicator Cluster Survey
- NACOSTI: National Commission on Science and Technology Innovation
- SPSS : Statistical Package for Social Sciences
- UNCRC : United Nations Convention on the Rights of the Child
- UNICEF : United Nations International Children's Emergency Fund

OPERATIONAL DEFINITION OF TERMS

- Negative sanctions:** Punishment in form of corporal punishment, withdrawal of privileges and inflicting both physical and emotional pain to children
- Parenting styles:** Methods of supporting physical emotional and social growth including Authoritative, authoritarian and permissive parenting styles.
- Positive sanctions:** Use of alternative forms of punishment including reward, parenting styles and resilience building excluding negative sanctions.
- Social approval :** This refers to complements, words of affirmation, praise, on children's acceptable behaviour.
- Social development:** Growth in the social relational realms
- Resilience building:** This is a process of helping children to make wise choices and adequate adjustments to conform to societal norms and values through family interaction, religious teaching and peer to peer interaction.
- Rewards :** This refers to monetary gifts, words of complements, recognition and praise to children to ensure conformity

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social development among children has always attracted intense debate, especially use of positive sanctions towards children's social development as this forms the foundation for lifelong learning in every aspect of children current and future life. The study focused on positive sanctions as a means of children's social development. Positive sanctions in this study means use of alternative forms of punishment including reward, parenting styles and resilience building to promote conformity to societal norms by children. Social development refers to growth and positive changes in social relations. Worldwide, humanitarian laws advocate for positive sanctions in children's social development (International Humanitarian Law, 1989). This has promoted decrease in use of negative sanctions in many countries. However, global statistics in 62 countries between 2005 and 2013 indicated that averagely 4 in 5 children (80%) had experienced use of negative sanctions where spanking, caning, slapping, pinching, ear pulling, hitting with bare hand, hitting with an object and other forms of violent discipline methods were used as means of children's social development (UNICEF, 2015).

In most western countries, there is an increased trend in use of positive sanctions to promote children's social development. There has been a consistent decline in adult approval and use of negative sanctions after prohibition of negative sanctions in many countries. In 1983, Finland prohibited use of violence as a method of disciplining children both in schools and home setups and there was a decline in use of negative sanctions by 32% between 1981 and 2014. Likewise, New Zealand prohibited disciplining children using negative sanctions in 2007 and the rate of approval of negative sanctions by parents

and teachers dropped by 50% between 1981 and 2013 (Global Partnership to End Violence against Children Report, 2021). Despite large and growing literature on association between negative sanctions and high levels of behaviour regulation difficulties, use of negative sanctions is still regarded as a parenting tool for disciplining children in the United States of America (USA) where spanking rate remains at 35% (Mehus & Patrick, 2021). Elsewhere, those who support spanking have not been influenced by research evidence supporting positive sanction (Taylor, Manganello, Lee & Rice, 2010; Berlin et al., 2009).

According to Statistics South Africa (2015), there is a decline in the use of negative sanctions to discipline children both at homes and in schools. The report indicated that the percentage of children who experienced negative sanctions reduced from 16.7% in 2011 to 11.3% in 2015. The Department of Education introduced alternative measures to negative sanctions in disciplining children in the year 2000 in South Africa and the result was an increased rate of indiscipline in schools as revealed by Maphosa and Shumba (2010); and this caused distress among most parents and teachers (Marais & Meier, 2010; Naong, 2007). It was reported that in spite of the ban of negative sanctions in South Africa, the practice of spanking, caning, slapping, pinching and ear pulling was still witnessed and supported by both parents and teachers in learning institutions and homes (Olivier, 2010). Maphosa and Shumba (2010) and Kubeka (2004) observed that parents and teachers generally feel disempowered by the ban. There is therefore a need to come up with a more acceptable approach to promote children's social development.

In Tanzania, 25% of children in primary schools experienced severe punishment administered by both parents and teachers in the year 2014 as parents and teachers also, advocated for use of negative sanction methods to discipline children (Heckler & Elbert, 2014). Probably, this was as a result of inadequate knowledge in positive sanction

methods that could be used to support children socially and this necessitated a research on alternative means of promoting children's social development.

In Kenya, 36.8% female and 40.5% male children experienced physical violence while 60.4% of children aged 12–17 years and 39.6% children aged 11 years and below experienced emotional violence in the year 2018 (Kenya Violence Against Children National Survey [VACS], 2019). This indicates that most parents and teachers who relate closely with children still use violent methods to promote children's social development despite campaigns on the use of positive sanctions.

Ajowi and Simatwa (2010) undertook a study to establish the role of resilience building in encouraging good behaviour and the study concluded that there was lack of awareness on positive sanction methods by both parents and teachers. Kimani, Kara and Ogetange (2012) in another study to investigate parents' and teachers' views on persistent use of negative sanctions in managing discipline in primary schools in Starehe Division, Nairobi, Kenya, observed that use of negative sanctions was a regular school experience for pupils. Ajowi and Simatwa (2010) corroborated this study findings. They found that parents and teachers are not thoroughly prepared to deal with indiscipline in the absence of negative sanctions. Most of these studies appear not to conclusively state whether strengthening the use positive sanctions is a better alternative to negative sanctions. Therefore, there was need for further research in this area.

A study by Kimengi and Mwai (2014) revealed that 78% of parents advocate for negative sanctions to be used by both teachers and parents to transform children deviance from societal norms. They further found that 70% of parents believed that use of negative sanction methods should be abandoned and be replaced with alternative forms of children correction.

According to KNBS Multiple Indicator Cluster Survey (MISC) (2011; p.116), In Migori County, 79% of parents and caregivers believe that children need to be physically punished followed by Kisii at 72% and the least is Kisumu at 48%. Further, the report revealed that 90.9% of children in Migori County experienced violent discipline which is the highest in Kenya while 63% experienced non-violent discipline (MISC, 2011). This belief can be reformed by research on the influence of positive sanctions on children's social development.

Migori County Children's Department Report (2018) indicated that out of 568 cases reported on children who experienced negative sanctions by parents and teachers, Kuria East Sub-County accounted for 295 cases which is 53%. It is not clear which disciplinary methods used by parents and teachers in Kuria East Sub-County resulting in this high number of children being exposed to both physical and mental punishment. Climaxed with forced negative cultural practices like traditional male circumcision and female genital mutilation, children in the area are likely to be vulnerable to the use of negative sanctions. This makes this study more appropriate in Kuria East Sub County as it will enhance awareness on the use of appropriate methods of positive sanctions to develop acceptable children's social development. Previous studies focused more on negative sanctions as a corrective measure; fewer have explored the influence of appropriate methods of applying sanctions to promote children's social development.

1.2 Statement of the Problem

Children's social development is a critical concern in ensuring a secure and prosperous future society. Parents and teachers use both negative and positive sanctions to ensure conformity to societal norms with negative sanctions highly preferred by both parents and teachers. Positive and negative sanctions are considered essential. Negative sanctions are

used to correct and prevent deviation from societal norms while positive sanctions are used to prevent deviation from the norms.

International Human Rights Commission acknowledges that all children have a right to legal protection from all forms of violence and advocates for alternative forms of discipline to promote social development among children. Article 19 of the United Nations Convention on the Rights of the Children (UNCRC) states that children have the right to protection from physical or mental punishment. Member countries are therefore obliged to ensure proper care of children (UNCRC, 1989). World Health Organization Report (2021) indicates that children exposed to violence exhibit behavioural problems including truancy, delinquency, low self-esteem, poor socio-emotional development and self-directed violence which would affect the next generation. The report further proposes that positive sanctions are good. Proper care of children is further provided for in the Constitution of Kenya 2010 in article 53 and related laws among which include the Children's Act of 2022 and Basic Education Act of 2013.

Despite the policies and strategies put across to enhance children protection and promote alternative methods of children's social development, there are still existing gaps where parents and teachers advocate for use and implementation of negative sanction methods to discipline children. This necessitated the study to enhance evidence-based knowledge on the effectiveness of positive sanction methods on children's social development.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of positive sanctions on children's social development in the Kuria East Sub-County.

1.3.1 Specific Research Objectives

The objectives of the study were to:

- 1.) Assess the influence of rewards on children's social development in Kuria East Sub-County.
- 2.) Establish the influence of parenting styles on children's social development in Kuria East Sub-County.
- 3.) Determine the effectiveness of resilience building on children's social development in Kuria East Sub-County.

1.3.2 Research Questions

The study sought to answer the following questions:

- 1.) What is the influence of rewards on children's social development in the Kuria East Sub-County?
- 2.) What is the influence of parenting styles on children's social development in Kuria East Sub-County?
- 3.) What is the effectiveness of resilience building on children's social development in Kuria East Sub-County?

1.4 Justification of the Study

Parents, caregivers and teachers use different methods of discipline on children to enforce conformity to societal norms and values which include both negative and positive sanctions. Effective use of positive sanction methods enables children to develop self-discipline that helps them grow into emotionally and socially mature adults.

The Constitution of Kenya, 2010, Children Act, 2022 and Education Act, 2013 advocate for use of appropriate sanctions that promote positive social development of children. Despite existing laws and policies advocating for alternative forms of discipline to children in Kenya, the level of implementation of appropriate positive sanction methods in learning institutions and homes still remains a challenge as children still face physical

and emotional harm. This motivated the study to investigate the influence of positive sanction methods on children's social development.

1.5 Significance of the Study

The study findings will be important to policy makers, teachers and parents to develop and adopt policies that will promote use of positive sanction methods in a better way to discipline children which will enhance acceptable social development among children. This will equally form a basis for policy makers to address social development challenges in learning institutions and families. The findings will be helpful to parents, teachers and other caregivers to be aware of other useful forms of discipline that can be administered within home setups and learning institutions. The study will also enhance further research as other researchers will use the results to find a way forward to conduct more research by focusing on the gaps that this study did not address.

1.6 Scope of the Study

The study was conducted in Kuria-East Sub-County of Migori County. It was restricted to positive sanction methods and its influence on children's social development. The study employed interview of parents with clear focus on the objectives of the study. Also, key informants were interviewed based on the study objectives. The study was guided by the Social Action Theory and adopted a mixed-method approach and cross-sectional survey design.

1.7 Limitations of the Study

This study was conducted when there was an outbreak of corona virus (Covid-19). During this time the Kenya government put in place restrictions on movement and other measures to control the spread of the virus. This posed challenges in administering questionnaires as well as holding discussions with key informants. The researcher ensured that keeping

social distance, use of sanitizers and washing of hands was adhered to when meeting household heads and head teachers during data collection.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter captures details of different sources of literature on influence of sanction methods on children's social development. The literature was reviewed as per the study objectives. The chapter highlights subtitles, which include, assessing influence of rewards as a means of children's social development, investigating contribution of parenting styles on children's social development and determining effectiveness of resilience building on children's social development. Theoretical and conceptual frameworks were also discussed in this chapter.

2.2 Influence of Rewards on Children's Social Development

In this study rewards referred to monetary gifts, words of compliments, recognition and praise to children to ensure conformity. Rewards were classified into two: monetary or physical rewards and social approval. In this study, social approval includes compliments, recognition and praise and were considered cheap or free with emotional effect and perceived to be more powerful than material rewards (Cooper, Schmidt, Sambala, Swartz, Colvin, Leon ... & Wiysonge, 2019). The study focused on the perceptions on effectiveness of praise and recognition on children's emotions but not the relationship between rewards and social development among children. However, this study sought to assess the application of reward and the extent to which this method influenced children's social development.

A study by Viola (2018) indicated that reinforcement like reward or social reinforcement such as being praised in public, sharing words of affirmation for work well done increases children's desire to repeat the behaviour. The study further found that praise was likely

to enhance intrinsic motivation when messages conveyed prevented non-conformity, and when realistic standards and expectations were shared consistently. On the other hand, it was found that praise could affect motivation differently depending on characteristics of the children, such as age, gender, and culture. Children motivated by excellence tended to self-monitor their results more than those motivated by fear of punishment do. Providing reinforcement can increase a person's motivation to exceed expectations rather than getting it by minimum effort required to avoid punishment. In most societies, people who achieve particular tasks are rewarded. Incentives and rewards for good norms and values train children that their actions and behaviour can attract consequences (Wynter, 2012).

Wang, Liu, and Shi (2017) in their study on Development of Monetary and Social Reward Processes among children, Adolescent and Adults concluded that children and adolescents exhibited higher motivation for social reward than monetary reward. The study further indicated that males in the adolescent were more sensitive to rewards than were the females. It was therefore, concluded that tangible and quantitative social reward had stronger incentive power than monetary reward among children and adolescents. The study focused on both adults and children on motivation. However, it did not specifically address the relationship between monetary reward and social approval and children's social development.

A study on effectiveness of monetary incentives in enhancing student performance revealed that monetary reward increase students' performance. The findings further revealed that monetary reward affects high performing students positively but this is worthless to low performing students (De Paola, Scoppa, & Nisticò, 2012).

According to Shufen (2019), praise should be on efforts and not ability of the child to achieve a particular goal. The study further found that praising children's efforts increases

self-esteem and those with high self-esteem have ability to make well-balanced decisions despite peer pressure, while low self-esteem is associated with antisocial behaviour. The study investigated the point when praise influence children's social development. However, it did not indicate specifically to what extent praise influence children's social development.

A study by Lee, Kim, Kesebir, and Han (2017) demonstrated that when parents over or under-praised their children for schoolwork, children performed worse in school and experienced depression to greater extent, as compared with children whose parents accurately praise their children which reflected reality. This suggests that parents need to praise their children precisely to enable children realize that praise reflects reality in their achievements and underscore the fact that some children are affected negatively by praise. This left a gap to be filled in assessing the extent to which praise is likely to influence children's social development both positively and negatively. Busienei (2012), on the other hand, attempted to look at the discipline methods used by parents and teachers instead of corporal punishment and the influence of these methods on student's behaviour management in Eldoret Municipality of Uasin Gishu County. The study observed that cases of indiscipline have not reduced in schools with the use of alternative methods to negative sanctions. This study created a mixed reaction on whether positive sanctions are effective sanction methods on children's social development. These studies however, did not look at the influence of reinforcement, hence the need for this study especially effectiveness of positive sanctions methods as it relates to children's social development. Several researches have been done in this area of reinforcement including Ajowi and Simatwa (2010), Olivier (2010) and Tungata (2006). Their results revealed that there is a knowledge gap on the influence of reinforcement on children's social development. However, none of these studies appears to conclusively state whether reinforcement is a

better alternative to negative sanctions. According to Njeru (2012), the use of rewards on children by both parents and teachers influences discipline by encouraging respect for rules. Besides, rewards encourage regular class attendance by children thus generally, rewards promote conformity to approved school standards. Similarly, the use of punishment to a large extent affects discipline by reducing bad behaviour and instead encouraging desired behaviour. There are however a few instances in which use of rewards and punishment do not achieve the desired outcome in social development among children thus a study to assess the influence of rewards as a method of positive sanction was necessary.

Study by Caldarella, Larsen, Williams, Downs, Wills, and Wehby (2020) revealed that praise is a powerful tool to teachers in inspiring children to work harder particularly those difficult to reach children who may be struggling academically. The study also indicated that praise and recognition for children in their endeavours, play a huge role in nurturing children's self-esteem and confidence. However, a few literatures linked praise to children's social development and hence the need to investigate further on this to assess the extent to which rewards can influence children's social development.

Ching (2012) in his study in Taiwan showed that although school policies tended to link their rewards and penalties with positive discipline approach, the emphasis in practice often seemed to be more on penalties for failure to conform to norms rather than enhancing engagement and motivation of children. Children equally tended to perceive rewards to be strongly linked to work and penalties to behaviour. The study investigated the influence of the use of more rewards and less penalties on children's social development. The study was conducted in a developed country and there was need to assess the effectiveness of rewards on children's social development in developing countries.

A study in New Jersey by (Vanessa, 2018) suggests that providing children with a reward for conformity is almost like telling them that the behaviour itself is not much fun as emphasis is on the reward. This suggests that using rewards might be a wrong strategy to promote intrinsic motivation to acceptable children's social development. This does not mean that use of rewards is bad but it is important to note that rewards should be used strategically and carefully to instil an acceptable behaviour in children. There was need to carry out a study in this area in order to straighten the conflicting findings and to be clear on the effectiveness of rewards on children conformity to societal rules.

A study by Gershoff and Grogan (2016) found that spanking children to correct non-conformity had detrimental outcomes on children's social development and had more risk of causing physical and mental harm to children especially when it was combined with abusive methods. The study investigated if this was still being practiced and if the parents or caregivers were aware of alternative means to children's social development compelling a need to understand more on how positive sanctions affect children's social development.

A study in Pakistan in 2011 where parents and teachers were involved indicated that negative sanctions in schools caused non-conformity to school rules and eventually led to high school dropout among school going children (Hussain, Salfi, & Mahmood, 2011). This study focused more on effects of negative sanctions on conformity to school rules and standards but posed a gap on the influence of positive sanctions and thus the need to understand the effectiveness of positive sanctions on children's conformity to school rules and standards.

2.3 Influence of Parenting Styles on Children's social Development

A study conducted by Champagne (2012) indicates that family transfers its cultural, religious beliefs and values to its members including children through social interaction. In the same study, it was indicated that family members tend to ascribe to particular values and norms as embraced by family members, especially household providers. It further found that this also depends on ethnic groups upholding relevant beliefs that are passed on to young ones in the society. In the current society, most parents are actively involved in children's upbringing amidst other family responsibilities including employment of both parents. Due to absence of parents at homes most of the time, the children's upbringing is influenced by other caregivers (Champagne, 2012). Therefore, there is need to investigate how this influences children's social development.

Shahsavari, Pirani, Taghvaei, and Abdi (2021) in their study on the mediating role of self-efficacy in the relation of parenting styles with social participation of adolescents revealed that self-efficacy plays a significant mediating role in the relationship between parenting styles and the social participation of adolescents. The study focused more on self-efficacy but did not highlight how parenting influences children's social development. A study conducted by Samiullah (2016) revealed that authoritarian parenting style leads children to become rebellious and adopt problematic behaviour due to more than necessary power exercised on children by parents. On the other hand, the study noted that authoritative parenting style was effective for children, as it encourages moderate parenting style. The study reported that parents who spend maximum time with their children reduce the probability of developing delinquent behaviour among their children. It further reiterated that parents spending more time together with the adolescents reciprocate through reducing their problematic behaviours. Apparently, this mix up on

the results of authoritative parenting necessitated this study so as to find clear influence on children's social development.

Information on optimal parenting styles and early establishment of effective practices are both important to children's social adjustment and success. In most instances, adoption of a flexible and warm authoritative parenting style is most beneficial for children's social, intellectual, moral and emotional growth (Lea & Marc, 2014).

Berlin and Lansford (2009) looked at some determinants of use of negative sanctions. In doing this, they came up with certain predicting factors that made it likely for parents to use negative sanctions. They reported that being male is the first determinant for negative sanctions as boys were more likely than girls to be punished physically and male parents were less likely to spank their daughters. Their second predicting factor was children's temperament as children were more "irritable" and hence, were likely to be spanked. Their third predicting factor indicated that young and first-time mothers were also more likely to offer negative sanctions majorly due to their poor experience. Parents who practice positive sanctions are closely connected with their children and they tend to develop resilient children who have high self-concepts, self-esteem, and self-influence (Harris, Fung, Ellis, & Schmeer, 2015). This motivated the need to investigate the actual situation in the study area.

Negative reinforcement infringes on most children's rights because it does not make children adhere to the enacted regulations. In addition, if children are exposed to torture today, then they will live with the notion that violence is the best solution to their problems (Bangazula, 2020). The study investigated if parents and caregivers are aware of the effects of negative sanctions and if there are alternative methods to use for children's social development.

Parents tend to make efforts to provide basic needs for their children and a few strive to provide warm loving relations, and open communication, which are equally vital. Thus, parents need to appreciate that parenting is not just about providing, but that play, warm loving relations, and open communication in modelling children's behaviour as they develop (Gitonga, Mbũgwa, & Ogeda, 2013). The study investigated if parents and caregivers are aware of parenting role, and whether they implement appropriate parenting styles effectively.

A study by Grusec and Danyliuk (2014) indicates that parents observe their children through a filter of conscious and unconscious thoughts, beliefs, and attitudes, and these filters direct the way they perceive their children's actions and when the thoughts are kind, they direct positive actions but when the thoughts are accurate they will usually lead to positive actions. When they are distorted and distressing, however, they distract parents from the task as well as leading to negative emotions and attributions that ultimately impair effective parenting. On this basis, there was need to investigate the actual filtering beliefs and attitudes on the ground and how it influences children's social development.

When a parent decides to use physical punishment, such as spanking, beating, slapping or caning, it does not teach the children how to change their behaviour. However, children can also react aggressively to physical punishment but when parents choose to use alternative forms of punishment, such as rewards, they are helping modify the child's bad behaviour in a calm manner (Rose, 2018). There was need to investigate if the parents or care givers were using this latest finding on children's social development.

A study by Lockhart (2019) revealed that taking away privileges can be an extremely effective discipline strategy when children misbehave since this encourages children to make better choices in the future. However, this needs to be applied realistically and logically to allow children learn that privileges need to be earned.

Children who receive little care and attention from their parents are more inclined to commit deviant behaviour and activities (Huda, Rashid & Jamil, 2018). It was necessary to investigate this in order to establish the level of attention that was working in children's social development in the study area.

Parents are role models to their children and it is from them that children adopt certain values and life skills. Children also learn how to express emotions and deal with problems of life from their parents as they also learn how to express emotions and deal with problems of life (Roy, 2021). The study investigated the parenting styles that parents were using in order to influence children's social development in the study area.

According to Adubasim (2016), democratic authoritarian and permissive child rearing styles have significant influence on depression and extrovertism of children and behaviour problems of adolescents which are related to the kind of children rearing styles adopted by their parents. The study further noted that in most cases parents instil discipline in children or even correct some ill social behaviour without knowing that the way they go about it causes more behaviour problems than correcting the already existing ones.

Recognition for positive behaviour is a construct for positive children's social development, which deserves greater attention as it relates to several prominent theories like Rational Choice Theory and Social Development Theory. It is also important to recognize that a supportive environment is critical in recognizing positive behaviour. However, positive behaviour recognition should be used cautiously so that the surface value of recognition should not be greater than the surface value of the positive behaviour and it is necessary to help children internalize other positive children developmental constructs so that the recognition does not become the focus (Law, Siu, & Shek, 2012).

The study investigated the actual situation in the study area, and how it influenced children's social development.

2.4 Effectiveness of Resilience Building on Children's Social Development

A study by Raburu (2018) indicated that resilience building is seen as moderately effective in managing student's social development that give rise to acceptable behaviour. It enables learners to acquire and improve their self-esteem and possess positive attitude towards learning and school norms. Therefore, it was necessary to investigate how this influenced children's social development.

Salgong, Ngumi, and Chege (2016), in their study found that there is enough proof that lack of resilience building to students both in schools and home setups leads to indiscipline among children. However, there is lack of legal and policy framework, lack of trained social workers both in learning institutions and homes and too much workload for teachers hence making it difficult for resilience building to succeed in promoting children's social development.

A study in India University of Delhi revealed that it is vital for parents, counsellors, and teachers to ensure that adequate information is provided to the children to ensure their growth takes place in a friendly and pleasant environment. Through virtues of good resilience building services, children begin to nurture and grow in a positive manner as resilience building is educative, protective and developmental. It takes care of the needs of the children to determine modification and encourage development within the relationships and mitigate possible discovery of their talents, capacities, abilities, potentialities, strengths and weaknesses at the earliest stages for their advancement (Kapur, 2018). The researcher investigated whether the parents were giving adequate information to their children to guarantee their desired social development.

According to a study in Ethiopia, parental resilience building through games revealed that children's home activity and parental play support are related to children's social development where children with parents valuing the importance of play for the overall development of children tend to have better social control skills. This aids conformity to school rules and standards as well as society norms (Metaferia, Takacs, & Futo, 2020)

Ofunya (2015) conducted a study in Nairobi and revealed that resilience building guarantees services to all pupils, focuses on pupils' needs, develops proactive skills for all pupils, provides age-appropriate levels of interaction and instruction and helps pupils become more resourceful in decision making on issues affecting their lives.

Parents' role inside the family is being the centre of the children's social development. Both parents should share the roles in teaching their children because this creates good cooperation and balance on educating children. The most important role they need to play is giving religious lesson and morality from early age (Sunarni, 2018). The researcher investigated whether this was being practiced in the study area.

A study conducted in Nyeri Central Sub County found that 55% of teachers use resilience building in enforcing discipline in schools despite 7.1% still using negative sanctions methods (Kagoiya, Kimosop, & Kagema, 2017). Therefore, it was necessary to investigate why resilience building was not being embraced fully for children's social development.

According to a study by Kiranari (2014), most children are not willing to seek resilience building from their teachers when faced with problems mostly in their learning institutions. Another study by Runcan, Corneliu, Ielics and Popa (2012) revealed that children resilience building through parent children communication on social development gives parents opportunity to find better ways to transmit to their children

the important life values by which they could guide the present as well as the future and this promotes conformity to societal norms.

A research conducted in Kimilili Sub County revealed that majority of teachers tend to prefer canning pupils, which is a form of negative sanction, as opposed to resilience building, and it was concluded that resilience building had positive impact on the children's behaviours (Nyongesa, Chonge, & Yegon, 2016). Musoga (2017) posits that teachers play great role in promoting children conformity to rules and regulations as their participation on children resilience building equally improve children academic performance. However, teachers face many challenges as children frequently deny the wrong things they participated in and some get support from their parents.

According to study by Njagi (2016), resilience building is largely effective towards emotional and psychological adjustment of learners. The study revealed that resilience building services helped orphaned students to adjust emotionally and psychologically. The researcher investigated further on the effectiveness of resilience building in children's social development in the study area. Villasenor (2017), in a study on the different ways that teachers can influence the socio-emotional development of their students, found out that teachers influence their students' social development through the way they interact with students. This is considered effective when a coordinated set of direct and specific activities, techniques, and practices for social learning and growth are enhanced. The study further revealed that using positive sanction methods was more effective for children motivation rather than a strictly disciplinary focus.

A study done by Njoro (2015) concluded that social services play a major role in enhancing social and emotional adjustment among children. This helps in promoting upsurge behaviour among children in schools as it supports in modifying student's behaviour and assists them to control their emotions such as fear and anger thus creating

a harmonious environment. However, it was necessary to investigate whether this was being applied in the home setting by parents, or by religious leaders or peers for children's social development.

Sanders, Munford and Liebenberg (2016) in their study on the role of teachers in building resilience of at-risk youth found that teachers play a powerful positive role in promoting conformity to social norms. This is by creating positive teacher children relationships which has lasting impact on children resilience.

Ambayo (2016) revealed that child to child or peer resilience building influences children's academic performance especially children in the same school and age group, as actual academic achievement of children is more affected by fellow students. However, this does not influence their social and emotional behaviour and this can be attributed to inadequate trainings to peer educators.

According to Mwangi, Ndung'u, and Gachahi (2017) in a study in Thika revealed that learners in primary schools were not affected by peer-to-peer resilience building because learners in peer groups did not exhibit same patterns in conformity to school rules, however, the effect was only common during play time. It was also noticed that learners swiftly changed peer groups depending on the play activity that they were involved in. A study by Osodo, Osodo, Mito, Raburu, & Aloka (2016) conducted in Siaya County on the role of peer counsellors in promotion of student's discipline revealed that peer resilience building enabled students to understand themselves and their fellow, developed self-image, and improved conformity to school rules and regulations including time management.

Jia, Mikami and Normand (2021) revealed that positive teacher-children relationship and high parental social competence result to better children's social skills. The study further indicated that high parental social competence mitigated the association between children

externalizing behaviour and children's social skills. According to a study by Masten, Gewirtz and Sapiena (2013), early childhood is a crucial window of opportunity for families and societies to ensure that children develop adaptive relationships they will need to engage the future enhancing conformity to societal norms and values.

A study in the United States of America by Krause, Hill, and Ironson (2019) indicated that children who receive more spiritual support from fellow church members are more likely to adopt these social virtues learned from the religious leaders and churches. According to Turliuc, Măirean, and Danila (2013) family and community resilience building plays a pivotal role in building the children capacity for positive adaptation within the context of difficulty, especially in conformity to school and familial norms.

2.5 Theoretical Framework

The study was guided by Social Action Theory by Max Weber (1922) and modified by Karl Thompson (2016). This theory postulates that human behaviours relate to cause and effect that changes in the social realm. The theory acknowledges that humans vary in their actions according to social contexts and how those actions will affect other people. It further posits that when a potential reaction is not desirable, the action is modified accordingly. The theory avers that rational and affective actions influence behaviour, and when targeted at children, they may affect the way children exhibit either conformity or non-conformity. This theory was selected because it is applicable to all the three objectives.

In the first objective, which sought to assess the influence of rewards on children's social development, the theory implies that children's social development are reinforced by the actions of rewards either through money or social approval to encourage conformity to social norms and values as well as school approved standards.

In the second objective, which sought to establish the influence of parenting styles on children's social development, the theory was applied to explain how children learn from interaction and interrelationships at the primary social institutions. Parents and siblings form part of the primary institutions where first interactions with children take place. In this context the theory supports modelling through socialization where children copy behaviour from their parents and other siblings. According to Social Action Theory, the actions exhibited by members of the family and the society determine the behaviour of the children. This determines the children's ability to conform to the family and societal norms.

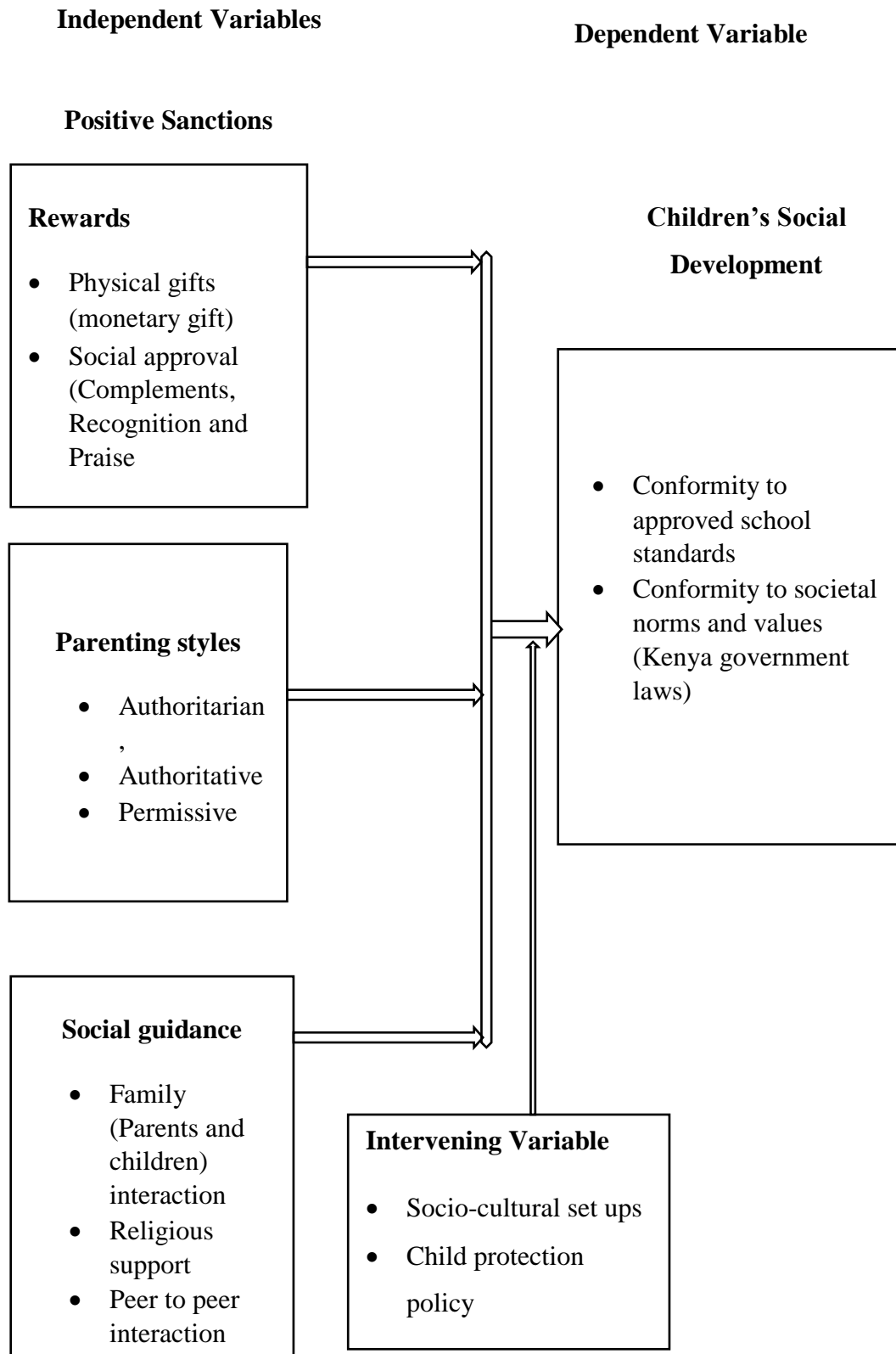
In the third objective, which sought to establish effectiveness on resilience building on children's social development, Social Action Theory focused on differential association whereby children development is enhanced by resilience building at both the primary and secondary social institutions. Parents and siblings form part of the primary institutions while teachers, religious leaders and peers form part of secondary institutions as they interact and interrelate with children.

2.6 Conceptual Framework

The model below represents the relationship between the independent variables and the dependent variables. The conceptual framework shows the interaction between positive sanctions and children's social development where the outcomes are conformity to societal norms and values as well as conformity to approved school standards. The intervening variables include sociocultural setups, religion, child protection policy and education policy. It is expected that changes in positive sanctions methods have direct impact on children's social development.

Figure 1

Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the research design, study area, target population, sample size and sampling procedure. The chapter also presents the research instruments, validity and reliability of the research instruments, data collection procedure, data analysis and ethical considerations that guided the study.

3.2 Research Design

The study adopted a cross sectional survey research design. Cross sectional survey research design was used because the researcher collected information from a sample of individuals through their responses to questions and this type of research allows for a variety of methods to identify participants, collect data, and utilize various methods of instrumentation (Ponto, 2015). Cross sectional survey research design was appropriate in this study because it enabled the researcher to collect and analyse both qualitative and quantitative types of data. It was essential in collecting information by interviewing or administering questionnaires to a sample of individuals and suitable means for measurement of characteristics of large population (Orodho, 2003). The study also employed a mixed-method approach, which aided exploring the strengths of both qualitative and quantitative approaches (Creswell, 2014; Creswell & Plano, 2011). The mixed method approach enhanced triangulation of both qualitative and quantitative data (Leavy, 2017).

3.3 Study Area

The study was conducted in Kuria East Sub-County which is located in Migori County. It has a population of 96,872 covering 187.6 Sq. Km with 17,363 households (KNBS, 2019). The sub county borders the Republic of Tanzania to the south and Narok County to the north-east. It has 4 divisions, 15 locations, and 33 sub locations (Migori CIDP, 2018-2022). Majority of people living in this region belong to Kuria ethnic group, which is one of the Bantu linguistic groups in Kenya. The community cherishes cultural practice of circumcision for both girls and boys that is preceded by the clan elders performing rituals prior to the celebrations. This is done mainly when children have long school holidays mostly in December. The other unique culture in Kuria is '*Nyumba Mboke*' (house of women), which is a situation where an older woman or a widow who does not have any child or a son is allowed to marry a younger woman who has the potential of giving birth to a son. That way, the son will inherit the older woman's land, and ensure that her lineage does not fade away. Likewise, majority of the Kuria people practice Christianity, smaller percentage belong to Muslim and traditional religion. Children are also initiated both to the culture and to religion at age five onwards. Kuria people are pastoralists and practice crop farming as well. Their pastoralism nature is one of the causes of inter-clan conflicts as a result of cattle rustling. Their families are patriarchal and they base their social organization on the family unit. All community members trace their origin to a common male ancestor.

3.4 Population of the Study

The population of the study was household heads and school head teachers within Kuria East Sub County. The target population was 17,363 household heads and 53 primary school head teachers.

3.5 Sample Size and Sampling Procedure

The sample size of the study was 391 household heads determined by Taro Yamane formula as shown below:

$$N / (1 + N(e)^2)$$

$$n = 17,363 / (1 + 17,363(0.05)^2)$$

$$n = 17,363 / (1 + 17,363(0.0025))$$

$$n = 17,363 / 1 + 43.4075$$

$$n = 17,363 / 44.475$$

$$n = 391$$

3.5.1 Sampling Procedure for Main Respondents (Household Heads)

The main respondents of the study (household heads) were selected using multi stage cluster sampling techniques because of the considerably large geographical area. In the first step, the study area was clustered into the four divisions that constitute Kuria East Sub-County, namely: Ntimaru, Kwiho, Chinato and Kegonga (Kothari & Garg, 2014). The divisions were further divided into 17 locations then into 33 sub-locations. Simple random sampling method was used to select one sub-location per location whereby 17 sub-locations participated in the study. Proportionate sampling was used to determine the sample sizes for each of the selected sub-locations which were considered the smallest units of data collection.

$$\text{Sample Size per Division} = \frac{\text{Total No of HH per sub location}}{\text{Total No of HH in the sLocation}} \times \text{Total Sample Size.}$$

Simple random sampling was used to determine particular households to participate in the study.

Table 1

Proportionate Allocation for Respondents (HH) for Each Sub Location

Sub-Location	Population of HH	Proportionate Sample
Ntimaru	1126	41
Makararangwe	1064	39
Itongo	215	8
Wangirabose	828	30
Gairoro	417	15
Seronga	518	19
Makonge	665	24
Kebaroti	509	19
Kebarisia	349	13
Mosweto	412	15
Kemakoba	351	13
Kegonche	473	18
Nyaitara	947	35
Getongoroma	628	23
Nyaitara	947	35
Nyamagongwe	486	18
Nyamgenga	708	26

Source: Researcher (2021)

3.5.2 Sampling Procedure for Key Informants

The key informants were selected purposively from the 53 primary school head teachers in Kuria East Sub-County. According to Oso and Onen (2008), purposive sampling is a technique whereby the researcher consciously decides who to include in the sample. Four primary school head teachers were drawn from the strata, one from each stratum to represent the four divisions in Kuria East Sub-County. This was done based on the schools

with the highest number of pupils in each division. The head teachers were best placed to provide more information of the child protection policies, education policies and any other regulations regarding the use of sanctions on correcting children's behaviour to adhere to schools' rules and regulations.

3.5.3 Inclusion-Exclusion Criteria

The study included all households with a father and a mother as well as single parents within Kuria East Sub-County while children headed heads were excluded from the study because they did not meet the inclusion criteria to participate in the study.

3.6 Research Instruments

The research utilized questionnaire and interview schedule to collect quantitative and qualitative data respectively. The questionnaires were constructed and administered to either male or female household heads who were sampled as main respondents in the study. Interview schedule was administered to key informants who were school head teachers in the 4 sampled school.

3.6.1 Questionnaire

The study employed the use of a questionnaire developed based on the objectives of the study to gather quantitative data. The questionnaire was considered best for the study because it ensures anonymity and enables the willingness of the respondents to freely provide the required information (Kothari & Garg, 2014). It was essential to ensure confidentiality to enhance the respondents' freedom to share information regarding the study without doubt (Tromp & Kombo, 2006). The researcher informed respondents that the information given during the study was confidential and would only be used for the purposes of the study. The researcher administered questionnaires to 391 households who were the main respondents of the study. The questionnaire was designed to capture both

open and closed ended questions. The questionnaires were organized into sections as per the study objectives. Section (A) sought to obtain information related to demographic characteristics of respondents, Section (B) addressed questions related to the influence of rewards on children's social development, Section (C) contained questions related to influence of Parenting styles on children's social development, and section (D) addressed questions related to resilience building as a means of children's social development. The research adopted face-to-face administration of questionnaire to the household heads. A total of 15 trained research assistants conducted face-to-face administration of questionnaires to the household heads sampled for the study.

3.6.2 Interview Schedule

Interview schedule was used to collect qualitative data from key informants who were four primary school head teachers purposively sampled from schools within the four divisions. The questions constructed were specific to the objectives of the study. The interviewer requested and obtained consent to audio tape and record the information given during the discussion. Use of interview schedule enabled collection of in-depth information (MacDonald & Headlam, 2010; Noor, 2008). Primary school head teachers were interviewed because they act as caregivers of children most times when children are in school. Children stay in school for averagely eight hours a day, five days a week and eight months a year. Teachers have a responsibility to influence children's social development within the learning institutions. The data collected from interview were written, audio tapped and later transcribed for analysis.

3.6.3 Pilot Testing

The researcher conducted a trial run procedure on the research instruments to ensure that they were valid. Pilot testing was conducted to manage costly mistakes that may occur

during data collection. It is an important step in the research process. Thirty-nine households (10% of the sample size) within Kuria West Sub-County were sampled and participated (Perneger, Courvoisier, Hudelson, & Gayet-Ageron, 2015). The researcher made formal arrangements with relevant authorities on the most appropriate date and time for conducting the test. This arrangement was made through the Deputy County Commissioner after getting authority from National Commission for Science Technology and Innovation (NACOSTI) to conduct the study. The information gathered during pilot testing was used to improve the instruments in preparation for the research.

3.6.4. Validity of Research Instruments

Validity of research instrument is the degree to which the research measures what it intended to measure consistently (Swanson, 2014). A research instrument is valid if it measures what it is supposed to measure and when the data collected through it accurately represents the respondents' opinions (Amin, 2002). Validity of the research instruments was ascertained by conducting a pilot study in the adjacent sub county to the study area. This ensured that instructions in the questionnaire were clear, all possible responses to any question was captured, and any ambiguity was corrected.

Content and face validity was ensured by consulting the two expert supervisors of Rongo University who checked each and every questions in the questionnaire and did analysis to verify that the content is relevant to the area of study. The supervisor's comments were considered to establish the content validity based on the following formula:

$$\textit{Content validity} = \frac{\textit{No. of items found relevant}}{\textit{Total No. of items}}$$

The process ensured that validity index of .86 was achieved and this was recommended as acceptable by the supervisors.

Internal validity was enhanced by controlling the variables within the objectives and the methods used in data collection and the instruments used while external validity was enhanced through training the research assistants to clearly understand the context of the study. The training also made the research assistants to be conversant with the tools used in the study. This increased accuracy, reduced interviewee/interviewer fatigue and this motivated research assistants in data collection.

3.6.5 Reliability of Research Instruments

According to Mugenda and Mugenda (2013), reliability is a measure of degree of consistency of a research instrument. A research instrument is considered reliable if the same result can be consistently achieved by using the same methods under the same circumstances (Middleton, 2019). In this study, reliability was ensured by conducting a pilot study with a sample of 10% of the sample population in Kuria West Sub-County which is adjacent to Kuria East. This is supported by Perneger *et al.* (2015) who states that 10% of the total sample population who do not participate in the study is sufficient and effective for pilot testing. In this study, the reliability of the questionnaire was tested by the use of Cronbach's alpha to ascertain the internal consistency. George and Mallery (2013) classify Cronbach' alpha coefficient values as: $>.8$ = excellent, $>.7$ = good, $>.6$ acceptable, $.5$ = fair, $>.4$ = poor and $>.3$ unacceptable. They observed that the closer the Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the entities in the scale. According to Bolarinwa (2015) a questionnaire is considered to have good internal consistency if the Cronbach's alpha coefficient of a scale is above $.7$. In this study, a threshold internal consistency of $>.84$ was achieved and thus considered reliable.

3.7 Data Collection Procedure

In order to collect data from the target respondents, the researcher obtained an introductory letter from Rongo University and a permit from the NACOSTI. The researcher then got permission and letter of authority from Deputy County Commissioner for Kuria East Sub County. Thereafter, the researcher made appointment with the area chiefs and planned for the data collection process within households in their respective villages. The researcher also obtained authority from Kuria East Sub County Education Officer in order to conduct interviews with the sampled school heads. The officer then notified the sampled school heads on the intention of the study. Due to the expansive coverage area for the research, the researcher recruited eleven research assistants to support in data collection.

The researcher trained the research assistants on how to administer the research instruments. The training content included how to administer the questionnaire to the respondents, best time to administer the tools, how to develop good rapport while collecting data from respondents, clear understanding of all the questions in the questionnaire and ethical issues during the research exercise. To ensure a high response rate, the researcher explained the purpose of the study to the research assistants, informed them to make the questions precise and concise, clarify difficult questions and assure participants of total confidentiality.

Copies of the questionnaire were administered face to face to the main respondents which comprised of household heads. Interviews were conducted face to face with selected key informants who were school head teachers with the guide of the Key Informant Interview schedule.

3.8 Data Analysis

The study involved collection of both qualitative and quantitative data analysis which were analysed as follows:

3.8.1 Qualitative Data Analysis

Qualitative data was analysed using themes based on the study objectives. The researcher followed the process described in Table 2.

Table 2

Qualitative Data Analysis

Phase	Description of Process
Familiarization with the idea	: Transcribing data by reading and re-reading the data, noting down initial ideas
Generalizing initial codes	: Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes	: Collating codes into potential themes, gathering all data relevant to each potential theme.
Reviewing themes	: Checking if themes work in relation to the coded extracts and the entire data set (level 2) generating a thematic map of the analysis.
Defining and naming themes	: On-going analysis to refine the specific of each theme, and overall story the theme tells, generating clear definitions and names of each theme.
Producing the report	: The final opportunity for analysis. Selection of vivid, extract examples, final analysis of selected extracts, relating back the analysis to the research question and literature, producing scholarly report of the analysis

Source: Researcher (2021)

3.8.2 Quantitative Data Analysis

Descriptive statistics in form of frequency counts, percentages, mean and standard deviation were used. Thereafter, inferential statistics was used to analyse quantitative data where Pearson correlation, with the aid of the Statistical Package for Social Sciences (SPSS) version 26 was used. Researcher assigned numerical values to the entities that

enhanced computation of relevant inferential variables. The total scores obtained from each independent variable (positive sanctions) were correlated with the dependent variable (children's social development) to ascertain the strength and relationships of the variables. Inferential statistics was used to verify existence of the relationship between the independent variables (rewards, parenting styles, resilience building) and dependent variables, which include conformity to approved school standards, conformity to, approved family and society rules and peaceful coexistence.

3.9 Data Presentation

Quantitative data was summarized and presented using tables and charts while qualitative data was presented thematically based on the study objectives.

3.10 Ethical Considerations

The researcher sought authorization before the onset of data collection exercise where an authorization letter from Rongo University School of Graduate Studies was obtained. The letter was presented to National Council for Science Technology and Innovation (NACOSTI) and authorization permit was acquired. The researcher also sought and obtained permission from Deputy County Commissioner Kuria East Sub County, Assistant County Commissioner, Chiefs from respective locations, Kuria East Education Officer and teachers from sampled schools. The documents were important to make study legal and ensured integrity of the study.

The researcher shared the purpose of the research with the respondents (Household Heads). The researcher sought informed consent from the participants as they were made to understand the purpose of the study and were given consent forms which was signed confirming the acceptance to participate in the study. Privacy and confidentiality was

shared with the participants and they were informed that the information from the study will not be used for any other purpose except to achieve the objectives of the study.

To ensure anonymity, the researcher ensured that participants were not identified by name, instead, numbers were used to represent the names. Personal information was not disclosed. The participants were assured that the information obtained would only be used for the purpose of the research and would remain anonymous in the research report. The participants were informed that they are free to participate in the study and have a choice to exit willingly at any point.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Overview

This chapter discusses data analysis, presentation, interpretation and discussions of the research findings.

4.2 Questionnaire Return Rate

Copies of the questionnaire were administered to 391 respondents. Out of these, 341 (87.2%) questionnaires were returned. Table 3 below shows the questionnaire return rate:

Table 3

Respondent's Questionnaire Return Rate

Respondents	Questionnaires Administered	Questionnaires Returned	Return Rate (%)
Household-Heads	391	341	87.2
		341	87.0

Source: Research data (2021)

Table 3 presents the summary of questionnaire return rate of 341 (87.2%), which indicates that the result was adequate for analysis and reporting. According to Bray, Noble, Robinson, Molloy, & Tilling (2017), a questionnaire response rate of above 70% is effective and sufficient for report writing in a social science research. Therefore, the questionnaire response rate of 87.2% was sufficient for this study.

4.3 Background Information of Household Heads

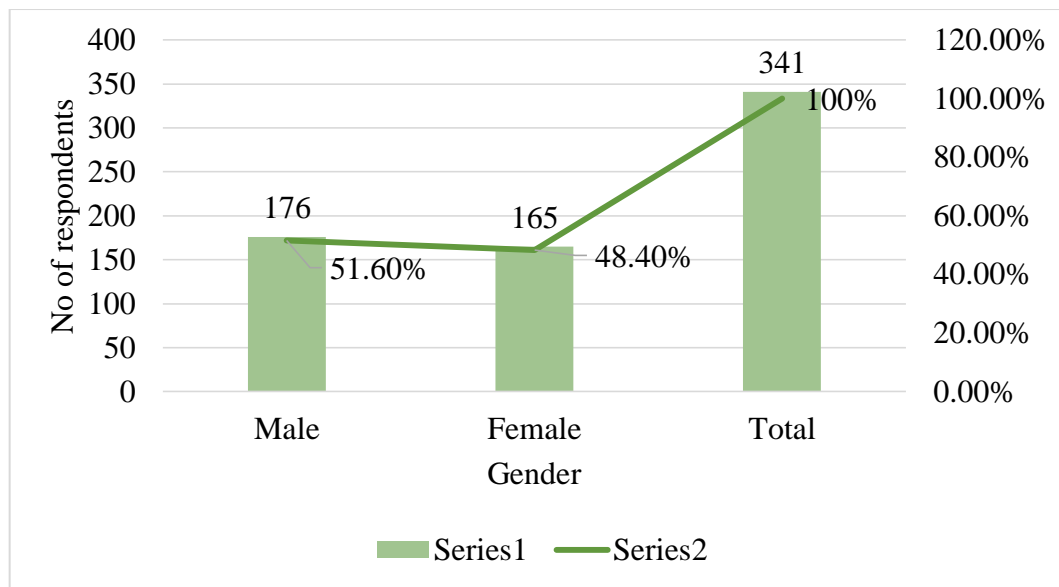
The study sought to establish some background information of the household heads in Kuria East Sub-County. The demographic information studied includes gender, marital status, number of children who live in every house hold, and educational level of the respondents.

4.3.1 Gender of Household Heads

Gender of respondents was an important background characteristic for generalization of study findings. The study, therefore, sought to establish gender distribution of household heads. The results obtained are presented in Figure 2.

Figure 2

Distribution of Gender of Household Heads



Source: Research Data (2021)

From Figure 2, it is evident that 176 (51.6%) household heads who participated in the study were male, with female household heads being 165 (48.4%). This implies that majority of household could have adopted patriarchal system where male gender acts as the family head and dominate in making decisions in society at large and their family units. This may promote perception of roles played by each member of the household and hence, determine the nature of sanction administered by household head to influence children's social development.

4.3.2 Marital Status of Household Heads

Marital status of the household head may define the environment, structure social upbringing of children in a family and as such influence the emotional disposition and behavioural pattern of children in a home set up. Therefore, the study sought to explore and understand the distribution of household heads marital status. The results of analysis are presented in Table 4.

Table 4

Distribution of Marital Status

Marital Status	Frequency	Percent	Cumulative Percent
Married	252	73.9	73.9
Single	45	13.2	87.1
Widow	34	10.0	97.1
Widower	10	2.9	100.0
Total	341	100.0	

Source: Research Data (2021)

Table 4 indicates that out of 341 household heads surveyed, 73.9% were married, 13.2% single, 10.0% widowed, and 2.9% were widowers. This suggests that majority of the households could be in a relatively stable marital status which may positively influence children's social development.

4.3.3 Number of Children per Household

The study required household heads to state the number of children in their household. The results of analysis of the responses on distribution of number of children per household are presented in Table 5.

Table 5

Distribution of Number of Children per Household

Number of Siblings	Frequency	Percent	Cumulative Percent
1-4 Children	202	59.2	59.2
5-8 Children	88	25.8	85.0
9 & Above	51	15.0	100.0
Total	341	100.0	

Source: Research Data (2021)

Table 5 shows that majority of the households, 202 (59.2%) had between one and four children, 88 (25.8%) households had between five and eight children, and 51 (15.0%) households had more than eight children. This suggests that households could have adopted family planning measures hence controlling the number of children per family. This is likely to have influence on children's social development considering studies by Brenes-Camacho (2018), which revealed that parents enforce more disciplinary measures to children according to birth order. This indicates that more disciplinary attention is given to eldest children than frequently given to the younger children as this comes with other family social stressors as a result of the increase of number of children in a household.

4.3.4 Education Level of Household Heads

The study required household heads to state the highest level of education they attained to show how education level affect parenting styles. The responses were summarized and are presented in Table 6.

Table 6

Distribution of Level of Education

Level of Education	Frequency	Percent
No Schooling	47	13.8
Primary	118	34.6
Secondary	119	34.9
Post-Secondary	57	16.7
Total	341	100.0

Source: Research Data (2021)

The study established that majority of household heads 118 (34.6%) and 119 (34.9%) attained primary and secondary school education respectively, while 57 (16.7%) household heads attained post-secondary and 47 (13.8%) had no formal schooling. The relatively high number of household heads who attained primary and secondary level of education could mean the household heads in the study area have basic education skills. This suggests that parents were able to determine sanction methods to be used in influencing children’s social development. Studies indicate that there is an inverse association between parents’ education and the likelihood of harsh discipline, this indicates that more educated parents are preferring to use mild rather than harsh methods of discipline to their children thus influences children’s social development.

4.4. Rewards on Children’s Social Development

Objective one of the study sought to assess the extent of influence of rewards on children’s social development. Consequently, the research question responded to was, ‘What is the influence of rewards on children’s social development?’

In response to the research question, the study used questionnaire and interviews schedule to investigate rewards which was categorized into monetary reward and social approval. The household heads were asked to rate the level of agreement to the five indicators of rewards on a 5-points Likert-scaled questionnaire using the responses; strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5). The respondents responded to each of the questions by indicating the level of agreement with the statement as indicated in the Likert scale. To assess the influence of rewards on children's social development, data on views of household heads on rewards and children's social development was first sought and analysed using descriptive statistics in form of frequency counts, percentages, mean and standard deviation. Thereafter, the aggregated mean rating data on rewards was factored in Pearson's Correlation analysis with mean rating on children's social development. The results on the views of household heads on rewards and children's social development are presented in Table 7 and Table 8 respectively.

Table 7

Views of Household Heads' on Rewards

Statement	SD	D	UD	A	SA	Mean	SD
I give my children money as a reward for getting good grades in school	128 (37.5%)	64 (18.8%)	22 (6.5%)	97 (28.4%)	30 (8.8%)	2.52	1.450
I tell my children the reasons why I praise them	12 (3.5%)	34 (10.0%)	21 (6.2%)	191 (56.0%)	83 (24.3%)	3.88	1.004
I praise my children immediately after good behaviour	14 (4.1%)	21 (6.2%)	17 (5.0%)	143 (41.9%)	146 (42.8%)	4.13	1.039
I encourage my children to try again in an event of failure	43 (12.6%)	36 (10.6%)	27 (7.9%)	117 (34.3%)	118 (34.6%)	3.68	1.373
I recognize my children consistently for obeying my rules	5 (1.5%)	16 (4.7%)	37 (10.9%)	154 (45.1%)	129 (37.8%)	4.13	.890

Source: Research data (2021)

Results in Table 7 shows that 192 (56.3%) household heads were against giving their children money for achieving good grades in school, while 127 (37.2%) household heads confirmed that they gave money to their children for obtaining good grades in school. The mean score of 2.52 with standard deviation of 1.450 on a scale of 1 to 5 affirmed that, although there was a variation in responses by household heads, 192 (56.3%)

household heads were against giving money to their children for obtaining good grades in school. Household Head (HH) 94, disagreed with the statement stating that:

“Money can prompt children to engage in anti-social behaviours such as theft, drug trafficking and gambling, and sustaining such form of reward may be difficult for some parents and hence may lead to undermining their motivation to work hard for better academic and improved social performance in their everyday endeavours”.

Some parents who were in support of giving their children money as a reward argued that giving reasonable amount of money is not bad but it should be reasonable amount of money according to the age of the child. HH12 had this to say:

“Monetary reward to children for achievement of good grades in school motivates hard work in academic performance”.

This meant household heads have different perspectives on the use of money to reward children for getting good grades in schools.

When interviewed on the influence of rewarding a pupils’ academic performance by using money, HT2 had this to say;

“Rewarding pupils’ excellent performance using money in my school has always affected academic performance of bright pupils. This was observed from the decline in performance of the pupils whenever the school failed to reward them. The deterioration in academic performance had always been so consistent that as teachers we resolved to do away with rewarding pupils using money. Instead, we nowadays award top performing children using scholastic materials and we have observed great improvement in their performance”.

These findings were contrary to findings of Vincenzo and Rosanna (2012) who revealed that monetary reward affects only high performing students positively and is worthless to low performing students. This confirms that when monetary reward is used to promote

conformity, then only those with ability to comply will continually get the reward while children who do not get the reward will eventually give up and continue with their attitude of non-conformity to societal and school norms. Majority of parents in the study area were opposed to monetary rewards and this could be attributed to the income levels of parents due to rurality of the study area with low economic power.

On the construct “I tell my children the reasons why I praise them”, the results in Table 7 indicate that a significant majority (274; 80.3%) of household heads acknowledged that they tell their children the reasons for praising them. Yet, 46 (13.5%) household heads confirmed that they never told their children the reasons for praising them and 21 (6.2%) household heads were undecided. The mean score of 3.88 on a scale of 1 to 5 with standard deviation of 1.004 confirmed that majority of the household heads told their children the reasons why they were praised. In the views of household heads, praise makes children happy, motivates them to do what is right at all times and enhances development of self-esteem. This suggests that household heads in the study area positively reinforced praises to their children in order to motivate their effort to be socially acceptable children in the society.

The finding was supported by HT4 when interviewed by the researcher on how praise affects children’s behaviour in school. The head teacher asserted that;

“When pupils’ are praised they become excited, draw closer to the teacher and easily open up in conversation. As a result, praise encourages pupils in school to consistently follow and be obedient to the school rules. However, over-praising pupils sometimes make them too happy to focus and concentrate on doing the right thing all the times. Therefore, they sometimes find themselves in mistakes and misbehaviour unknowingly”.

This suggests that telling children reasons why they praised, promotes their ability to feel recognized and helps them to internalize the behaviour as part of the family values. This enhances a sense of belonging and willingness to conform to the family and societal norms.

Table 7 shows that the most frequently used method in children's social development is praising children immediately after good behaviour. In this construct, 289 (84.7%) household heads alluded that they praised their children immediately after good behaviour while 35 (10.3%) household heads denied praising their children immediately after good behaviour. The mean score of 4.13 with standard deviation of 1.039 on a scale of 1 to 5 supports the finding that a significant majority of the household heads praised their children immediately after good behaviour. This suggests that the household heads tried to stimulate immediate change of mind-set in children as they grow and develop into adulthood. Parents also suggested that this inspires children to keep working at challenging tasks to be socially accepted as they grow. This finding concurs with the study from Vanessa (2018) where it was revealed that praises should be used strategically and carefully to promote and instil an acceptable social development in children. The findings also concur with Viola (2018), also confirms which indicated that praise to children for conformity to family demands in public and sharing words of affirmation for work well done increased children's desire to repeat the behaviour hence conformity. The study further revealed that praise was likely to enhance intrinsic motivation when praise messages conveyed prevent non-conformity, and when realistic standards and expectations are shared consistently. The findings agreed with observation made by Caldarella *et al.* (2020) which revealed that praise is a powerful tool to teachers in inspiring children to conform to school standards and work harder particularly children who may be struggling both academically and socially. The study also indicated that

praise and recognition for children in their endeavours, play a huge role in nurturing children's self-esteem and confidence.

HH32 had this to say:

“I have made a regular habit to praise my children immediately whenever they behave in a manner that is acceptable especially when they do assigned tasks in time and conclusively. Whenever I praise them, they tend to be more obedient and willing to do their best in whatever task given to them”.

However, findings of this study was contrary to Lee and Kim (2016) who found that praise on children could cause poor school performance and higher depression. The study revealed that when parents over or under-praised their children for schoolwork, children performed worse in school and experienced depression to a greater extent, as compared with children whose parents accurately praised their behaviour which reflected reality.

HH314 also had a contrary opinion on praise to the children under her care. She had this to say;

“I have made it a habit not to praise my children immediately after good behaviour because they tend to demand more of praises and failure to do that they somehow behave badly to attract attention”.

In this mixed reaction, praise appears to be more effective discipline strategy and aids positive children's social development. Nevertheless, it should be used precisely to increase chances of children conforming to norms and be keen to discern what is socially accepted from those not accepted by both the parents and teachers. Praise motivates children to be pro-social and focused on the approved school standards and society norms. At times parents are distracted to pay more attention to non-conformity to social norms as they believe in correcting children in an event of deviation from the set and acceptable standards. Children habitually do whatever it takes to be noticed and this causes parents

to use negative sanction in correcting them instead of praise. Thus, parents lose focus in reinforcing social norm through praise but pay more attention to correction.

With regard to the construct “I encourage my children to try again in an event of failure” as the third most frequently used method of rewards. 235 (68.9%) household heads accepted that they encourage their children to try again in an event of failure. Below one quarter (79; 23.2%) of the household heads denied encouraging their children to try again in an event of failure. This implies that the household heads inculcate endurance and resilience in children by encouraging them not to give up in their life endeavours. This enables children to embrace social relationships with parents and the environment and produces positive response to societal norms within a given society.

The study finding was consistent with HT4 observation when interviewed by the researcher on how encouragement to try again in an event of failure increases chances of children conformity to school rules and regulations. The head teacher had this to say;

“Majority of pupils in schools experience a number of hurdles while pursuing their academic vision. The hurdles make some of them to give up and drop out of school. However, our words of encouragement have helped them maintain their focus and spirit of hard work in academic endeavour. This has made some weak children to consistently keep on repeating assignments until they perfect it. This has produced positive and encouraging academic results”. (HT4)

HH247 similarly had this to say:

“My children put more efforts in most of the things they do, as they know that I will always motivate them to keep on trying even if they do not succeed. They have learned that I am always there to support them to keep on trying even in difficult tasks and repeat in case they fail for the first time”.

The second most frequently used method in rewarding children's conformity is consistently recognizing children for obeying rules. A significant majority of household heads (283; 82.9%) admitted that they recognize their children consistently for obeying rules at home while, 21 (6.2%) household heads inconsistently recognized their children for obeying rules at home. This was an indicator that household heads in Kuria East Sub County promote children positive social development by recognizing obedience to rules at home.

The construct agrees with interview finding that recognizing children for obeying rules inspire the children to be submissive to demands of those in authority. HH321 admitted that:

"I believe that my children are well behaved and disciplined because they comply with the rules and standards we have at home. In many occasions whenever they obey my instructions, I recognize their efforts and achievements publicly before other children. This has made them to keep on trying to be obedient".

Correspondingly, HT 1 reiterated during an interview by saying that;

"Consistently recognizing children for obeying school rules trains them to be submissive to school regulations and control in school. Obedient pupils motivate teacher to go extra step in assisting learners. This has created a positive attitude towards children who are consistently obedient to school rules. They have always attracted teacher's attention to continue supporting them academically and socially".

Recognition of children in public especially before their peers raises their self-esteem. According to study by Shufen (2019), recognizing children's efforts increases self-esteem and those with high self-esteem have ability to make well-balanced decisions despite peer pressure. Consequently, the findings agreed with Shufen (2019) which indicated that low

self-esteem in children is associated with antisocial behaviour, substance abuse, and even suicide tendencies. Therefore, recognition of conformity in children develops a stronger relationship with acceptable children's social development. Children can as well be recognized using written documents like certificate of recognition in school after obeying the school rules or recognized as the most disciplined student.

Status of children's social development was established by use of rating scale and the results were as shown as shown in Table 8.

Table 8

Household Heads Responses on Status of Children's Social Development

Level of Quality of social development (Rating)	Frequency	Percentage (%)
1.00-1.44	1	.3
1.45-2.44	3	.9
2.45-3.44	42	12.3
3.45-4.44	181	53.1
4.45-5.00	114	33.4
Total	341	100.0

Interpretation of Mean Rating

1.00 -1.44	Very Bad
1.45 -2.44	Bad
2.45 – 3.44	Average
3.45 – 4.44	Good
4.45 - 5.00	Very Good

From Table 8, it can be noted that status of children's social development was rated good by majority of (181; 53.1%) of household heads, as very good by 114 (33.4%) household heads, as average by 42 (12.3%) household heads, as bad by 3 (.9%) household heads and

as very bad by 0.3 percent of household heads. This means that the various forms of sanctions employed by parents or household heads had impacted positively on children's social development.

The areas of focus in determining status of children's social development were based on the following; ability to follow school rules, children apologetic behaviour, ability to control temper in an argument, ability to appreciate good advice, positive feeling towards resilience building, adaptability to new circumstances, ability to share religious teaching, ability to follow rules at home, ability to listen without interruption and their politeness to adults.

In order to establish whether or not there was any statistically significant influence of rewards on children's social development, a bi-variate Pearson's Product-Moment Coefficient of Correlation between the overall mean rating of rewards and overall mean rating of children's social development was computed. The SPSS output in Table 9 shows the correlation results.

Table 9

Influence of Rewards on Children's Social Development

		Monetary		
		Reward	Social Approval	Rewards
Social	Pearson	.096	.439*	.319*
Development	Correlation			
	Sig. (2-tailed)	.078	.000	.000
	N	341	341	341

Source: Research Data (2021)

The result in Table 9 indicates that monetary rewards has weak positive relationship with children's social development, however, not statistically significant ($r=.096$, $p>.05$). This means that giving money to children for getting good grade(s) at school could only have minimal and short-term influence in reinforcing the academic behaviour of children hence may not have significant influence on children's social development. The reason for this could be that money is an external drive to desired children's social development and so would mean that conformity can be repeated, a similar reward is required.

In addition, the result shows that social approval had moderate positive ($r=.439$, $p<.05$) and statistically significant relationship with children's social development. This implies that social approval positively influences children's social development. Therefore, it can be concluded that praising children immediately after good behaviour, explaining to children why you praise him/her, encouraging children to try again in an event of failure and recognizing children consistently for obeying rules moderately and positively influence children's social development. Monetary reward has insignificant influence on

reinforcing the spirit of hard work in children for academic excellence, has minimal and short-term influence in children's social development.

The result in Table 9 indicates that rewards have moderate positive influence on children's social development, with statistically significant ($r=.319$, $p<.05$) relationship. This suggests that rewards positively influence children's social development. A constructive form of reward positively reinforces children's social development and hence motivates children to conform to societal rules and regulations. Social Action theory emphasizes that understanding human action involves looking at how people interpret their world and the actions of others towards them. Children will not only respond to social norms, values and go along with them, but will examine them and make decision whether to accept or reject certain norms and values. In this regard, conformity can be reinforced by providing reward to children as a confirmation of acceptable behaviour. Hence supporting children to make informed decision on their actions thus promoting conformity to social norms. Fryling and Hayes (2011) in their research acknowledged that reinforcement through rewards provides a process observation that plays a critical role in determining how children conform to social norms. Reward is a reinforcing stimulus and this motivates children to be compliant and repeat accepted behaviour leading to conformity to rules and regulations, and subsequently, promotes conformity to school, family and societal standards.

The study finding is in support of the theory as the study reveals that rewards have positive influence on children's social development as this motivate them to keep on trying to get parental approval. It is further revealed that children tend to repeat the desired actions with social approval and this promotes long lasting conformity to societal norms, parental rules and school regulations.

4.5 Parenting Style on Children's Social Development

Objective two of the study sought to establish influence of parenting styles on children's social development. In order to realize the objective, the study sought to respond to the research question: What is the influence of parenting styles used in children's social development?

In response to the research question, household heads in Kuria East Sub-County were asked in the questionnaire to score how strongly they felt about the statements on the different dimensions of parenting styles approaches of household heads. The parenting approaches considered for the study included authoritative, authoritarian and permissive parenting approaches.

Data on views of household heads on the parenting styles was analysed based on authoritative, authoritarian and permissive parenting approaches and the results presented in Table 10, Table 11 and Table 12. The descriptive statistical techniques were used and results of analysis presented in form of frequency counts, percentages, mean and standard deviation.

The results on the views of household heads on authoritative parenting approach are presented in Table 10.

Table 10

Views of Household Heads on Authoritative Parenting Styles

Authoritative	1	2	3	4	5	Mean	SD
I show examples to my children on what is expected of them	2 (.6%)	9 (2.6%)	12 (3.5%)	146 (42.9%)	172 (50.4%)	4.40	.735
I consider wishes of my children before assigning them duties	26 (7.6%)	45 (13.2%)	33 (9.7%)	137 (40.2%)	100 (29.3%)	3.70	1.233
I encourage my children to freely express their minds	2 (.6%)	11 (3.2%)	21 (6.2%)	162 (47.5%)	145 (42.5%)	4.28	.769
I provide my children reasons for the expectations I have for them	8 (2.3%)	17 (5.0%)	16 (4.7%)	145 (42.5%)	155 (45.5%)	4.24	.926
I create warm and intimate environment for my children	4 (1.2%)	6 (1.8%)	21 (6.2%)	155 (45.5%)	155 (45.5%)	4.32	.768
I use modest speech in the presence of my children	16 (4.7%)	45 (13.2%)	44 (12.9%)	151 (44.3%)	85 (24.9%)	3.72	1.119

Source: Research Data (2021)

The most preferred technique of authoritative parenting style is “I show examples to my children on what is expected of them”. The results in Table 10 indicate 318 (93.3%) agree to the fact that they show good examples to children on what is expected while 11 (3.2%) household heads indicated that they do not show good examples to children on what is expected. The mean score of 4.40 with standard deviation of .735 on a scale of 1 to 5 support the result that majority of the household heads show good examples to children on what is expected. The finding was supported by household heads self-reported

responses on open-ended question indicating that showing good example to children motivates children to imitate and maintain acceptable social development. Therefore, suggesting that household heads in Kuria East Sub County strive to be good role models to their children under their care. Head Teacher (HT) 1 in his response to an interview averred in support to the finding that;

“For the 20 years I have served as a teacher, I have noted that majority of top performing pupils in schools are children of parents who have positive attitude towards education, are focused, supportive, encouraging and upholding high integrity”.

The findings agree with Roy (2021) which asserted that parents are role models for their children and from parents, children copy and adopt certain values and life skills. Children also learn how to express emotions and deal with problems of life as they copy from their parents and this builds children socially.

The study findings however contradicted Wiese and Freund (2011) which revealed that parents served as role models only if their actual behaviour as viewed by the adolescent children converged with what the children wished for during their childhood.

This revealed that parents were key players in supporting children’s social development as role models within the family setup if they understood wishes of their children. This is because children copy their actions and words if they are appealing to children.

From Table 10, it can be observed that 307 (90.0%) household heads encourage children to freely express their mind while only 13 (3.8%) household heads differed in opinion and 21 (6.2%) household heads were undecided. The mean score of 4.28 with standard deviation of .769 on a scale of 1 to 5 support the result that household heads encourage their children to freely express what they have in mind. Content analysis of household heads self-reported comments on why they encouraged children to freely express their

mind revealed that healthy freedom of expression enables children to articulate their interests, needs, feelings and challenges to caregivers, hence help children to build self-confidence, autonomy, and creativity. Similarly, HT3 during an interview confirmed the finding when he stated that;

“When pupils freely express their opinions and concerns to teachers and administrators, it becomes easier to recognize their needs and think of ways to find solutions to their issues. Otherwise, it becomes difficult and sometimes results in delayed response which may ultimately trigger unruly behaviour in a school and in such a situation blame is apportioned to the head teacher”.

The second preferred technique of authoritative parenting style is “I create warm and intimate environment for my children” indicating that about nine out of ten household heads, 310 (91.0%) accepted that they create warm and intimate environment for children whereas only 10 (3.0%) household heads had contrary opinion and 21 (6.2%) were neutral in response. The mean score of 4.32 with standard deviation of .768 on a scale of 1 to 5 support that a significant majority of household heads expressed love and affection to children. Warmth and intimacy in parenting may enhance children’s motivation to perform great in school, openness in communication, confidence, self-esteem, empathy and autonomy. Head teachers interview findings revealed that parents and guardians who were warm and intimate to children were also emotionally intelligent and supportive. HT2 during an interview stated that;

“A teacher who creates warmth in teaching normally avoids using harsh punishment, embarrassing language, attempts to withdraw privileges, and insensitivity. The teacher creates conducive class and school atmosphere for positive interaction with pupils. This promotes a feeling of responsiveness, respect, cooperation and emotional support”.

The findings agree with observations made by Gitonga, Mbũgwa, and Ogeda (2013) though with a lot of gaps. The findings revealed that parents purport to provide warm loving relationship to their children by providing basic needs and neglects being available to model children in acceptable social norms and values.

As regards the construct, “I provide my children reasons for expectations I have for them”, the results show that 300 (88%) household heads provided children with reasons for the set expectations, 25 (7.3%) household heads did not provide children with reasons for their expectations and 16 (4.7%) household heads expressed indifference to the statement. The mean score of 4.24 with standard deviation of .926 on a scale of 1 to 5 support the results. Content analysis of household heads responses to open ended question asserted that providing reasons for the expectations to children helps make clear and give meaning to your expectations for the child. This enables children to make informed value judgment on the expectations. This implies that household heads in the study area positively reinforce the demands they have for the children.

The perceived success or failure of a school depends upon the stakeholders and their expectations. Therefore, expectations should be communicated in honest and clear terms so as minimize difficulties in achieving the goals. When expectations are clarified in details, the probability of realizing them also increases together with ownership and participation. It facilitates team building amongst the staff. For instance, highly influential teachers are commonly described as teachers who communicate high expectations in their pupils and hence, some pupils live up to high expectations while others live down to low expectations.

Creating warm and intimate environment for children needs availability of parents as they transfer cultural, religious beliefs, norms and values to its members through family social

interaction as they imitate parents both through words and through actions. Children are socialized into norms and values depending on the culture of the ethnic group.

On the construct “I consider wishes of my children before assigning them duties”, nearly seven out of ten household heads, 237 (69.5%) were considerate of wishes of children before assigning duties while 71 (20.8%) household heads were of the contrary opinion and 33 (9.7%) household heads neither agreed nor disagreed to the statement. The mean score of 3.70 with standard deviation of 1.233 on a scale of 1 to 5 suggest that majority of household heads take into consideration the wishes of children before assigning duties. In the views of household heads, considering the wishes of children before assigning duties inspires the child to show regard for their needs or feelings and the needs or feelings of other members of the society.

According to Samiullah (2016), parents who spend maximum time with their children reduce the probability of developing delinquency among their children and this includes explaining to children more on their expectations from parents and the society. This suggests that it is important to engage children in genuine, two-way conversations about the required standards. This will make them internalize the required norms, values and develop in an accepted manner.

As regards to the construct “I use modest speech in the presence of my children” Table 10 reveals that 236 (69.2%) household heads used modest speech in the presence of children whereas 61 (17.9%) household heads expressed disagreement to the construct and 44 (12.9%) household heads were undecided. The mean score of 3.72 with standard deviation of 1.119 on a scale of 1 to 5 indicate that majority of the household heads use modest language in the presence of children. Content analysis on self-reported comments of household heads who agreed that they use modest speech indicated that use of modest speech promotes decencies as children grow into adulthood. This suggests that household

heads inculcate courtesy, social etiquette and the skill to relate and socialize effectively in culturally diverse situations. HH 312 agreed that it is good to use modest speech before children and had this to say:

“I know my children imitate the way I speak and use the words I always use. For this reason, I restrain myself from using abusive or unacceptable language before my children because I know they will copy my words and use elsewhere”.

With regard to authoritarian parenting approach, the results on the views of household heads are presented in Table 11.

Table 11

Views of Household Heads' on Authoritarian Modelling Style

Authoritarian	1	2	3	4	5	Mean	SD
I restrain my children from what is wrong	3 (.9%)	7 (2.1%)	10 (2.9%)	173 (50.7%)	148 (43.4%)	4.34	.716
I restrain myself from bad habits in the presence of children	3 (.9%)	7 (2.1%)	14 (4.1%)	133 (39.0%)	184 (54.0%)	4.43	.747
I am firm on what is right on my children	3 (.9%)	9 (2.6%)	29 (8.5%)	136 (39.9%)	164 (48.1%)	4.32	.808
I command my children on what they are to do	31 (9.1%)	63 (18.5%)	36 (10.6%)	124 (36.4%)	87 (25.5%)	3.51	1.296
I correct my children's bad behaviour by taking away some privileges from them	37 (10.9%)	53 (15.5%)	34 (10.0%)	117 (34.3%)	100 (29.3%)	3.56	1.342
I explode in anger towards my children when they make mistakes	69 (20.2%)	101 (29.6%)	38 (11.1%)	84 (24.6%)	49 (14.4%)	2.83	1.380
I openly criticize my children when his/her behaviour does not meet my expectations	94 (27.6%)	98 (28.7%)	20 (5.9%)	108 (31.7%)	21 (6.1%)	2.60	1.380
I use threats as a form of punishment with little or no justification	50 (14.7%)	73 (21.4%)	17 (5.0%)	93 (27.3%)	108 (31.7%)	3.40	1.479
I remind my children of their past wrong doing and failure	1 (.3%)	7 (2.1%)	14 (4.1%)	113 (33.1%)	206 (60.4%)	4.51	.701

Source: Research Data (2021)

From the results in Table 11, it can be observed that nearly nine out of ten household heads, 321 (94.2%) affirmed that they restrain children from what is wrong while only a

total of 10 (2.9%) household heads differed in opinion and 10 (2.9 %) household heads were neutral. The mean score of 4.34 with standard deviation of .716 on a scale of 1 to 5 support the result that a significant majority of household heads restrain children from what is wrong. The household heads in their comments indicated that restraining children from what is wrong was necessary since it guides children to make decision on what right or wrong. Therefore, indicating that household heads apply control to minimize children risky behaviour in Kuria East Sub County.

In an interview with Key Informants, it was self-reported by HT 2 that holding back children from wrong doing had counterproductive influence on social development of children. This was affirmed when the head teacher explained that;

“Children commonly get frightened, anxious, nervous and confused when they are restrained from their intended action without giving reason because they do not have the skill to proactively understand the consequences of their action. So, it calls for the parent’s responsibility to restrain the children in ways that effectively support the child without escalating the behaviour”.

In regard to the statement, “I restrain myself from bad habits in the presence of children”, the results in Table 11 revealed that a significant number of household heads 317 (93%) accepted that they restrain from bad habits in the presence of children while 10 (2.9%) household heads indicated that they do not restrain from bad habits in the presence of children and 10 (2.9%) household heads were undecided. The mean score of 4.43 with standard deviation of .747 on a scale of 1 to 5 confirm that majority of the household heads restrain from bad habits when in the presence of children. This could mean that household heads may be facing challenges on the art to model positive behaviour in children for proper social development. When interviewed on why parents would restrain some habits in the presence of children, HT1 supported the finding by self-reporting that;

“Parents, just like teachers, may not be perfect in behaviour. However, by virtue of our position in society, our common responsibility is to strive to nurture children who will be leaders of tomorrow. This obliges us to professionally conduct ourselves in school, but this is still a challenge for most of us. Therefore, at family level with no training on family life, I would expect more challenges in parents acting as role models to children.”

On the construct “I am firm on what is right on my children”, 300 (88.0%) Household heads agreed with the statement while only 10 (2.9%) household heads disagreed to the statement and 29 (8.5%) household heads indicated that they were neutral. The mean score of 4.32 with standard deviation of .808 on a scale of 1 to 5 strongly supports the result that significant majority of household heads are firm on what is right on to children. While responding to the interview question on firmness, HT 3 supported the finding when he asserted that;

“As a parent and an administrator, I remain firm and responsive always on what is right to teach my children and pupils to differentiate between what is right and wrong. I have noted in life that some parents are too kind to children while others are firm but not kind to children. These classes of parents are either against punishment or in support of punishment. However, effective parenting requires that we create an environment for our children of both kindness and firmness to help them develop into responsible adults”.

The findings were contrary to Boeldt, Rhee, DiLalla, Mullineaux, Schulz-Heik, Corley,... and Hewitt (2012) which revealed that parents need to be only firm on their decisions but in addition to offer children some warmth and support as well as creating situations that make it easier for children to behave cooperatively and constructively to attain conformity to family norms.

This suggests that it is good to listen to children and teach them to understand what right from wrong with composed words and actions. This will model children socially to clearly discern right from wrong in their everyday life and eventually conform to family and school rules.

With regard to the construct “I command my children on what they are to do” about six out of ten household heads, 211 (61.8%), accepted that they command children on what to do whereas about three out of ten household heads, 94 (27.6%), had contrary view to the construct and approximately one out of ten household heads, 36 (10.6%), were undecided on their response. The mean score of 3.51 with standard deviation of 1.296 on a scale of 1 to 5, support the result that majority of household heads command children on what to do.

This was confirmed by HH132 who supported the idea of commanding children on what to do reiterating that;

“I command my children on what to do because this shows seriousness on what is expected of them and they will do it knowing that the command was from a parent or an adult who needs things done within the expected time”.

Contrary to the findings, HH 228 commented that;

“Children are also human beings who should be given time to say what they like and what they do not like. Commanding them will cause them to do things without understanding the reason for doing it. They will also not be able to do things as their responsibility but as if they are helping their parents”.

On whether household heads correct children’s bad behaviour by taking away some privileges from them, Table 11 revealed that a majority of household heads, 217 (63.6%) affirmed correcting children’s bad behaviour by taking away some privileges while 90 (26.4%) household heads differed in opinion and 37 (10.0%) household heads chose to

be neutral. The result was supported by the mean score of 3.56 with standard deviation of 1.342 on a scale of 1 to 5, which indicated that the majority of household heads correct children misbehaviour by taking away some privileges.

The findings were inconsistent with Lockhart (2019) who found that taking away privileges can be an extremely effective discipline strategy when children misbehave as this encourages children to make better choices in the future but this needs to be applied realistically and logically to allow children learn that privileges need to be earned.

Taking away privileges could help children develop self-discipline only if the consequence is applied within specific timelines and consistently. This, therefore, meant that household heads use negative reinforcement to correct misbehaviour in children.

As regards the construct, “I explode in anger towards my children when they make mistakes”, 170 (49.8%) household heads indicated that they do not explode in anger towards children whenever children make mistakes, while about four out of ten household heads, 133 (39%), indicated that they explode in anger towards children when they make mistakes and 38 (11.1%) of the household heads expressed indecision in the response.

The mean score of 2.83 with standard deviation of 1.380 on a scale of 1 to 5 suggests that, although majority of the household heads do not explode in anger towards children, a significant minority of household heads explode in anger towards children when they make mistakes. As much as majority of household heads tend to apply self-control towards children found making mistakes, the results could imply that a significant number of household heads emotionally react in anger towards children. Thus, indicating that household heads in Kuria East Sub County need to create an emotionally supportive environment for children to help children develop capabilities to manage and control their emotions for a peaceful coexistence.

Also, Table 11 shows that although about four out of ten household heads, 129 (37.8%), openly criticize children for not meeting their expected standard of behaviour, majority of household heads, 192 (56.3%), confirmed that they do not openly criticize children and 20 (5.9%) household heads were undecided in the take. The mean score of 2.60 with standard deviation of 1.380 on a scale of 1 to 5 suggests that a significant proportion of household heads openly criticize children not meeting expected standards of behaviour. Criticism may refer to negative statements hurled at children to communicate displeasure with children misbehaviour. An analysis of household heads self-reported responses on open-ended question where HH 319 reiterated that:

“I openly criticize my children immediately I notice non-conformity in them. This help them to know the displeasure I have in the unwanted behaviour and this also make them to be careful not to conform to the family desires at any given time”.

This indicated that household heads openly criticize children to prompt change as they grow and develop socially. This is likely to undermine self-esteem of children and as a result act as a negative reinforcement to positive children’s social development.

Equally, on whether household heads use threats as a form of punishment with little or no justification, Table 11 shows that about 201 (58.9%) agreed that they use threats with little or no justification towards children with bad behaviour while 123 (36.1%) household heads had contrary opinion on the use threats as a form of punishment on children and 17 (5.0%) household heads chose to be neutral. The mean score of 3.40 with standard deviation of 1.479 on a scale of 1 to 5 could suggest that a majority of household heads have a disposition to punish children using threats. Threat being a negative stimulus to behaviour change is often used to coerce cooperation from children.

With regard to the construct “I remind my children of their past wrong doing and failure”, approximately nine out of ten household heads, 319 (93.5%), indicated that they remind

children of past wrong doing and failure whereas only 8 (2.4%) household heads had contrary opinion to the construct and 14 (4.1%) household heads were undecided on their response. The mean score of 3.51 with standard deviation of 1.296 on a scale of 1 to 5, point out that household heads negatively respond to children misbehaviour and improper social conduct. This could suggest that household heads tended to use corrective discipline approach to counteract on undesirable social development in children.

In regard to permissive parenting approach, the results on the views of household heads are presented in Table 12.

Table 12

Views of Household Heads' on Permissive Modelling Approach

Permissiveness	1	2	3	4	5	Mean	SD
I find it difficult to discipline my children	123 (36.1%)	153 (44.9%)	13 (3.8%)	31 (9.1%)	21 (6.2%)	2.04	1.148
I ignore my children's bad behaviour	163 (47.8%)	127 (37.2%)	17 (5.0%)	28 (8.2%)	6 (1.8%)	1.79	.986
I support my children even if they make mistakes	135 (39.6%)	126 (37.0%)	27 (7.9%)	30 (8.8%)	23 (6.7%)	2.06	1.198

Source: Research Data (2021)

The results in Table 12 shows that nearly four-fifth of household heads, 276 (80.9%), did not find it difficult to discipline their children while only 52 (15.2%) household heads agreed that they find it difficult to discipline their children and 13 (4.8%) of the household heads were noncommittal. The mean score of 2.04 with standard deviation of 1.148 on a scale of 1 to 5 suggests that majority of household heads train their children to obey rules and codes of behaviour set out by the society. HT3 during an interview stated that;

“My school pupils are disciplined. At home the parents and guardians are hard on them and at school teachers enforce strict adherence to school rules and regulation. Pampering is not an option to pupils' management. I am always happy because the

school environment is ever calm with minimal pupils' movement when it is not break time".

HH 187 when responding to the construct "I find it difficult to discipline my children said that;

"I do not hesitate to discipline my children whenever they do things that are not right. I always act very fast to correct a bad behaviour in my children".

Contrary to the finding, HH 34 confirmed that there is no need to cause pain to children in form of discipline. The household head said that;

"Children learn as they continue to grow into adolescent. They just need to be supported to have a balanced life and understand what they are without causing pain to them in form of discipline as this involves caning, pinching and even beating to correct children".

This suggests that some parents are not able to discipline their children because they do not know the right methods to use. Some believe that use of negative sanctions is the only methods in administering discipline to children promote conventional social development.

On whether household heads ignore their children bad behaviour, 290 (85.0%) household heads indicated that they do not ignore their children bad behaviour, 34 (10.0%) household heads affirmed that they ignore their children bad behaviour and 17 (5.0%) were undecided. Equally, the mean score of 1.79 with standard deviation of .986 on a scale of 1 to 5 suggests that majority of household heads do not ignore their children's bad behaviour. Consequently, it could imply that household heads do not apply permissive parenting style to influence children's social development.

Lastly, on the construct "I support my children even if they make mistake", Table 12 indicates that majority, 261 (76.5%), household heads differed in opinion to the construct,

53 (15.5%) household heads agreed with the construct and 27 (7.9%) household heads were neutral. The mean score of 2.06 with standard deviation of 1.198 on a scale of 1 to 5 suggests that majority of household heads do not support children when they make mistakes and therefore were likely not to be permissive in parenting.

Consequently, to establish the influence of parents parenting styles on children’s social development, a bivariate Pearson’s Product-Moment Coefficient of Correlation between the overall mean rating of parenting styles and overall mean rating of children’s social development was computed. The SPSS output Table 13 shows the correlation result.

Table 13

Influence of Parenting Styles on Children’s Social Development

		Parents			
		Authoritative	Authoritarian	Permissive	Modelling
Social	Pearson	.648*	.233*	-.151*	.416*
development	Correlation				
	Sig. (2-tailed)	.000	.000	.005	.000
	N	341	341	341	341

*. Correlation is significant at the .05 level (2-tailed).

Source: Research Data (2021)

Table 13 reveals that authoritative parenting had a strong positive and significant relationship ($r=.648$, $p< .05$) with children’s social development while authoritarian parenting had moderate and positive ($r=.233$, $p<.05$) statistical significant relationship with children’s social development and permissive parenting had weak negative ($r=.233$, $p<.05$) and significant relationship with children’s social development. This suggests that although the household heads used different parenting styles to promote acceptable children’s social development, authoritative parenting had strongest positive influence on children’s social development followed by authoritarian parenting with moderate positive

influence and permissive parenting with weak negative and significant influence on children's social development. Therefore, the study infers that guiding children on their expectation, encouraging children to freely express their opinions, being modest in manner in the presence of children, being affectionate to children, being understanding to children before assigning duties and supportiveness in the expectation set for children positively influence development of children's social development to a great extent.

Altogether, parents Parenting styles had moderate and positive ($r=.416$, $p<.05$) statistical significant relationship with children's social development. This suggests that appropriate behaviour from a person in authority reinforces positive social development in children. Social Action theory supports the study finding, as the theory posits that children learn from interaction and interrelationships with others. The theory considered the family/parents as the primary social institutions. Parents form part of the primary institutions where first interactions with children take place. The study found out that there is close relationship between positive reinforcement and being affectionate and modest to children, as they tend to imitate and internalize both actions and words from parents. Social Action theory also emphasizes that human beings constantly learn by making associations both consciously and unconsciously. On this regard, children learn to adopt norms and values displayed by their parents. Through this, parents mould value systems of their children by guiding children on their expectations, encourage them to freely express their opinions and support them in their expectations. Parents can as well apply negative reinforcement when there is bad or incompatibility in values and norms between parents and children. Therefore, parents are key participants in utilizing this method for trying to strengthen or weaken their children's positive social development depending on the circumstances.

4.6 Influence of Resilience Building on Children's Social Development

Objective three of the study sought to establish influence of resilience building on children's social development. As a result, the research question responded to was: What is the influence of resilience building on children's social development?

To respond to the research question, the study used questionnaire and interviews to investigate influence of resilience building administered by parents or household heads and social support agents. The household heads were asked to rate the level of agreement to eight indicators of resilience building on a 5-points Likert-scaled questionnaire using the responses; strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5). In this respect, to establish the influence of resilience building on children's social development, data on views of household heads on indicators of resilience building was first sought and analysed using descriptive statistics in form of frequency counts, percentages, mean and standard deviation. Thereafter, the aggregated mean ratings data on resilience building was used in correlation analysis with mean rating on children's social development. The results on the views of household heads on parental social are presented in Table 14 and Table 15 respectively.

Table 14

Views of Household Heads on Parental Resilience Building

Resilience building	1	2	3	4	5	Mean	SD
I am able to identify unacceptable behaviour in my children	9 (2.6%)	16 (4.7%)	28 (8.2%)	163 (47.8%)	125 (36.7%)	4.11	.930
I have time to talk to my children about their social development	5 (1.5%)	19 (5.5%)	17 (5.0%)	198 (58.1%)	102 (29.9%)	4.09	.835
I encourage my children to engage in correct play types	4 (1.2%)	2 (.6%)	39 (11.4%)	168 (49.3%)	128 (37.5%)	4.21	.758
I train my children to make good decisions	2 (.6%)	2 (.6%)	42 (12.3%)	123 (36.1%)	172 (50.4%)	4.35	.763

Source: Research Data (2021)

Table 14 indicates that majority of 288 (84.5%) household heads were able to identify unacceptable behaviour in children, while 25 (7.3%) household heads had contrary opinion regarding ability to identify unacceptable behaviour in children and 28 (8.2%) other household heads neither agreed nor disagreed. The mean score of 4.11 with standard deviation of .930. The finding is most of the caregivers were able to identify unacceptable behaviour in children. The findings agreed with Hulukati and Rahim (2019) who asserted that resilience building services must take the leading role in helping millennials to avoid falling into the negative influence of the use of information communication technology such as online prostitution, widespread sexual perversion, drug use, and others. Therefore, suggesting that parental ability to identify unacceptable behaviour in children would help household heads offer proper resilience building services in prevention of negative influence of internet and social media. The parental resilience building services provided help develop the mental strength of children to deal with negative influences from the

internet and social media, and inspire high self-confidence in children to be useful people in society (Hulukati & Rahim, 2019).

On the construct “I have time to talk to my children about their social development”, the results in Table 14 shows that 310 (88.0%) affirmed that they had time to talk to children on their social development while only 24 (7.0%) household heads disagreed and 17 (5.0%) indicated that they were neutral. The mean score of 4.09 with standard deviation of .835 on a scale of 1 to 5 strongly supports the result that household heads had time to talk to children on social development. Talking to your children may improve your children’s relationship, promote communication skills, and ability to pay keen attention. When parents attend to children’s needs and feelings through talk, children get highly spirited to accomplish tasks. The talk motivates free and open conversation between the child and parent/guardian. The study findings correspond with a study by Runcan et al. (2012) which revealed that parents have better opportunity to instil family and society values in their children by having time to talk with them about important family values and this promotes conformity.

Parents creating time to consistently and openly talk with their children especially on their development allows children to open up and create a deeper understanding of the societal norms and values. This facilitates conformity, as this is one of the effective ways of instilling family values to children.

With regard to the construct “I encourage my children to engage in correct play types”, 296 (86.8%) household heads agreed they encourage children to engage in correct play types whereas only 6 (1.8%) household heads had contrary view and 39 (11.4%) household heads confirming neutrality on the construct. The mean score of 4.21 with standard deviation of .758 on a scale of 1 to 5 support the fact that household heads encourage children to engage in correct play types. According to a study in Ethiopia,

children's home activity and parental play support are related to children's social development where children with parents valuing the importance of play for the overall development of children tend to have better social control skills. This aids conformity to school rules and standards as well as society norms as also noted by Metaferia, Takacs, and Futo (2020). This confirms the study findings where majority of parents in Kuria East support their children to participate in acceptable play types to gain social acceptance by both parents and their peers.

On whether household heads empower children to make good decisions, Table 14 revealed that a majority of household heads (295; 86.5%) confirmed empowering children to help them make good decisions while only 4 (1.2%) household heads differed in opinion and 42 (12.3%) household heads were neutral. The result was supported by the mean score of 4.35 with standard deviation of .763 on a scale of 1 to 5 indicating that household heads empower children to make good decisions. Empowerment of children enhances their belief in controlling their life and claiming their rights and actions, hence inspire children with autonomy. Table 15 therefore presents results on the views of household heads on resilience building.

Table 15

Views of Household Heads on Resilience Building

Resilience building	1	2	3	4	5	Mean	SD
I feel my children are engaging with the right groups	14 (4.1%)	20 (5.9%)	26 (7.6%)	192 (56.3%)	89 (26.1%)	3.94	.970
I believe peer to peer resilience building is helpful in modifying my children behaviour	25 (7.3%)	34 (10.0%)	50 (14.7%)	128 (37.5%)	104 (30.5%)	3.74	1.203
Religious resilience building has helped my children change their behaviour	8 (2.3%)	25 (7.4%)	14 (4.1%)	135 (39.6%)	159 (46.6%)	4.21	.986
I believe that teachers provide appropriate resilience building to my children	4 (1.2%)	31 (9.1%)	17 (5.0%)	185 (54.2%)	104 (30.5%)	4.04	.908

Source: Research Data (2021)

From Table 15, the results on the construct “I feel my children are engaging with the right group”, revealed that approximately eight out of ten household heads 281 (82.4%) believed that their children were engaging with the right group while 34 (10.0%) household heads in total disagreed and 26 (7.6%) household heads were neutral. The mean score of 3.94 with standard deviation of .970 on a scale of 1 to 5 suggests that household heads have positive attitude on children peer groupings. Similarly, content analysis of household heads responses on open ended question revealed that household heads had confidence in peers having the capacity to exert positive influence in children’s social development and determine children choice of new friends, however, they also expressed fear of children indulgent in social vices.

With regard to the construct “I believe peer resilience building is helpful in modifying my children’s behaviour” 232 (68.0%) respondents believe that peer resilience building is helpful in modifying children behaviour challenges whereas 59 (17.3%) had contrary view to the proposition and approximately 50 (14.7%) were undecided. The mean score of 4.21 with standard deviation of .986 on a scale of 1 to 5 imply that household heads have positive attitude on peer resilience building. In addition, an interview with HT3 on the status of peer resilience building in school supported the finding when he stated that peer resilience building in schools has assisted in reforming social development among children. Head teacher (HT) 3 reported during an interview that;

“Peers share many characteristics and experiences in common with the rest of pupils. Such characteristics may include; informal language code, age, trust, shared experiences. The shared characteristics have successfully facilitated in their peers opening up and peer counsellors being responsive to the urgent needs of the pupils.

I am happy to report that peer programme in this school has highly augmented administrative effort and has led to not only an improvement in academic achievement of pupils but also in other aspects like pupils’ discipline, self-awareness, time management and social behaviour”.

The findings correspond with the results by Mugo (2005) in his study on social guidance in Secondary Schools for Heads of Departments Held at Machakos Teachers Training College, Kenya. His study revealed that peer resilience building is based on the fact that students are more likely to feel at home with information validated and dispensed to them by their peers than they would receive from trained professionals whom they may often consider as out of tune with the needs of the younger generations. The study finding also agrees with a study by Ambayo and Ngumi (2016) which indicated that resilience

building administered by peers positively influence change in children's academic behaviour and competencies but does not influence change in children's social and emotions. However, according to Mboya, Gori, and Kimani (2017), peer resilience building is not effective in enhancing self-esteem especially to children with emotional and behavioural difficulties as there are low chances for them to learn good morals and conform to acceptable norms in the society. This shows that the main factor that enhances effectiveness of peer to peer resilience building is the longer time they spend together in learning institutions and the coded language they use. The coded language makes children feel that the elderly in the society do not understand the issues affecting them and thus may not offer appropriate solution to their problems.

On the statement, "religious resilience building has helped children change their behaviour", Table 15 shows that majority of household heads (294; 86.2%) agreed that social religious guidance has helped children to change behaviour while 33 (9.7%) household heads differed in opinion and 14 (4.1%) household heads were neutral. The result was supported by a mean score of 4.21 with standard deviation of .986 on a scale of 1 to 5 which points out that household heads have positive attitude towards religious resilience building. Equally, interview finding from HT2 pointed out in support that religious talks by church leaders always motivate children, however, the religious leaders focus on spiritual resilience building, which has not resulted into much change in pupils' behaviour. HT2 asserted that;

"I have observed that whenever I invite religious leaders to give a talk to my children on resilience building, the children express jubilation and assemble in good time, but, on carrying out a follow up evaluation I observed that behaviour change in the notorious pupils was limited".

This concurred with the study findings of Nyabwari (2016) arguing that pastoral education enables children to develop positive self-image, self-appreciation, self-understanding, self-forgiveness and self-acceptance. He reiterated that students exposed to holistic Christian education are introduced to the sense of responsibility, ideas of right in relation to the surrounding world and are equipped with skills necessary for life and service. This can be attributed to the fact that religious teaching has a long-lasting effect in children and can be associated to blessings that produce significant gains in children's social development.

As regards to the construct "I believe that teachers provide appropriate resilience building" approximately eight out of ten household heads, 289 (84.7%), believed that teachers provide appropriate resilience building whereas one out of ten, 35 (10.3%), household heads had different opinion and 17 (5.0%) household heads expressing neutrality on the statement. The mean score of 4.04 with standard deviation of .908 on a scale of 1 to 5 supports that household heads have positive attitude toward teachers providing resilience building to children. The finding concurs with the results from the study conducted by Sanders, Munford and Liebenberg (2016). The study revealed that teachers have play an important role in children resilience building by creating a positive relationship during their interaction in learning institutions. This can be attributed to the fact that teachers take a longer time with children in learning institutions and thus children copy a lot from the behaviour of their teachers.

Similarly, HT3 noted that setting good examples to children, creating positive relationship with them build their self-confidence and builds a sense of responsibility.

"I regularly talk to my fellow teachers to ensure they create conducive environment with children to ensure they are positively motivated to responsible adult in future as children always copy our behaviour while we are with them in school."

To determine the influence of resilience building approaches on social development of children, a bivariate Pearson's Product-Moment Coefficient of Correlation between the overall mean ratings of resilience building approaches and overall mean rating of children's social development was computed. The results of analysis are presented in Table 16.

Table 16

Influence of Resilience Building Approaches on Children's Social Development

		Parental Resilience Building	Resilience Building	Resilience Building
Social Development	Pearson	.795*	.664*	.759*
	Correlation			
	Sig. (2-tailed)	.000	.000	.000
	N	341	341	341

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

Source: Research Data (2021)

From Table 16, it can be noted that resilience building administered by parents or household heads had stronger positive and significant influence ($r = .795$, $p < .05$) on children's social development than resilience building administered by peers, religious leaders and teachers ($r = .664$, $p < .05$). In all, resilience building had strong and positive significant relationship ($r = .759$, $p < .05$) with children's social development. Therefore, suggesting that resilience building has strong influence on children's social development. Social Action theory settles well with the study findings as it focuses on differential association which posits that children development is enhanced by resilience building at both primary and secondary social institutions. Parents and siblings form part of the primary institutions while teachers, religious leaders and peers form part of secondary

institutions as they interact and interrelate with children. The study found that parental resilience building has a stronger relationship with children's social development than resilience building administered by other social support groups like peers, religious leaders and teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter comprises the summary, conclusions, recommendations and suggestions for future studies.

5.2 Summary of Findings

This section summarizes the key findings of the study. The significant findings have been summarized in three main themes drawn from the three research objectives.

5.2.1 Rewards on Children's Social Development

Findings presented in Table 9, revealed that rewards have moderate positive influence on children's social development, with statistically significant ($r=.319$, $p<.05$) relationship. This suggests that rewards positively influence children's social development. Similarly, the findings as shown in Table 9 indicated that monetary reward has weak positive relationship with children's social development. This means that giving money to children for getting good grade(s) at school could only have minimal and short-term influence in reinforcing the academic behaviour of children hence may not have significant influence on children's social development. Probably, the reason for this is that money is an external drive to desired social development; therefore, a desired conformity to social norms and school rules and standards is likely to be repeated when a similar reward with external drive is administered.

In addition, social approval had moderate positive ($r=.439$, $p<.05$) and statistically significant relationship with children's social development. This implies that social approval positively influences children's social development. Therefore, the study concluded that children immediately after good behaviour, explaining to children why

they are praised, encouraging children to try again in an event of failure and recognizing children consistently for obeying rules; moderately and positively influence children's social development. Overall, rewards moderately ($r=.319$, $p<.05$) and significantly influence children's social development.

5.2.2 Parenting Styles on Children's Social Development

Table 13 reveals that authoritative parenting had a strong positive and significant relationship ($r=.648$, $p<.05$) with children's social development while authoritarian parenting had moderate and positive ($r=.233$, $p<.05$) statistical significant relationship with children's social development and permissive parenting had weak negative ($r=.233$, $p<.05$) and significant relationship with children's social development. This suggests that although the household heads used different parenting styles to improve children's social development, authoritative parenting had strongest positive influence on children's social development followed by authoritarian parenting with moderate positive influence and permissive parenting with weak negative and significant influence on children's social development. Therefore, the study infers that guiding children on their expectation, encouraging children to freely express their opinions, being modest in manners in the presence of children, being affectionate to children, being understanding to children before assigning duties and supportiveness in the expectation set for children; positively influence children's social development to a great extent.

Therefore, parenting styles had moderate and positive ($r=.416$, $p<.05$) statistical significant relationship with children's social development. This suggests that appropriate behaviour from a person in authority reinforces positive social development in children.

5.2.3 Resilience Building on Children's Social Development

Findings from Table 16, denoted that resilience building administered by parents or household heads had stronger positive and significant influence ($r=.795$, $p<.05$) on

children's social development than resilience building administered by peers, religious leaders and teachers ($r = .664, p < .05$). This suggests that resilience building provided by parents to children had greater influence on children's social development. Altogether, the study established that resilience building has strong and positive significant relationship ($r = .759, p < .05$) with children's social development.

5.3 Conclusion

Based on the findings, the study concluded that rewards moderately influence children's social development ($r = .319, p < .05$). Social approval had moderate influence ($r = .439, p < .05$) on children's social development and therefore, praising children immediately after conformity to family demands, explaining to children why you praise him/her, encouraging children to try again in an event of failure and recognizing children consistently for obeying rules moderately influence positive behaviour in children. However, monetary reward was noted to have insignificant influence ($r = .096, p > .05$) on reinforcing the spirit of hard work in children for academic excellence. Hence, monetary reward has minimal and short-term influence in children's social development.

On the second objective, the study concluded that parenting styles moderately ($r = .416, p < .05$) influence children's social development with authoritative parenting style having the greatest positive influence ($r = .233, p < .05$) on children's social development followed by authoritarian parenting style and lastly ($r = .233, p < .05$), permissive parenting style with weak negative influence ($r = .233, p < .05$) on children's social development. As a result, the study established that guiding children on their expectation, encouraging children to freely express their opinions, being modest in manner in the presence of children, being affectionate to children, being understanding to children before assigning duties and offering support in expectations set for children strongly influence children's social development.

Lastly, on objective three, the study concluded that resilience building has strongest influence ($r=.759$, $p< .05$) on children's social development with parents or household heads influencing greater positive ($r= .795$, $p< .05$) change in children than resilience building administered by peers, religious leaders, teachers and other social support professionals ($r= .664$, $p< .05$).

5.4 Recommendations

From the findings, the study recommends that;

1. Ministry of Education to put in place a policy on use of rewards in form of social approval to empower children and encourage children's social development.
2. The Directorate of Social Development, Culture and Sports to step up sensitization and trainings on positive parenting approaches with emphasis on authoritative parenting style.
3. Ministry of Education to enforce use of resilience building approaches to achieve effective children's social development in schools.

5.5 Suggestions for Further Research

Future researches focusing on how rewards motivate children to develop acceptable behaviour at different age groups should be conducted.

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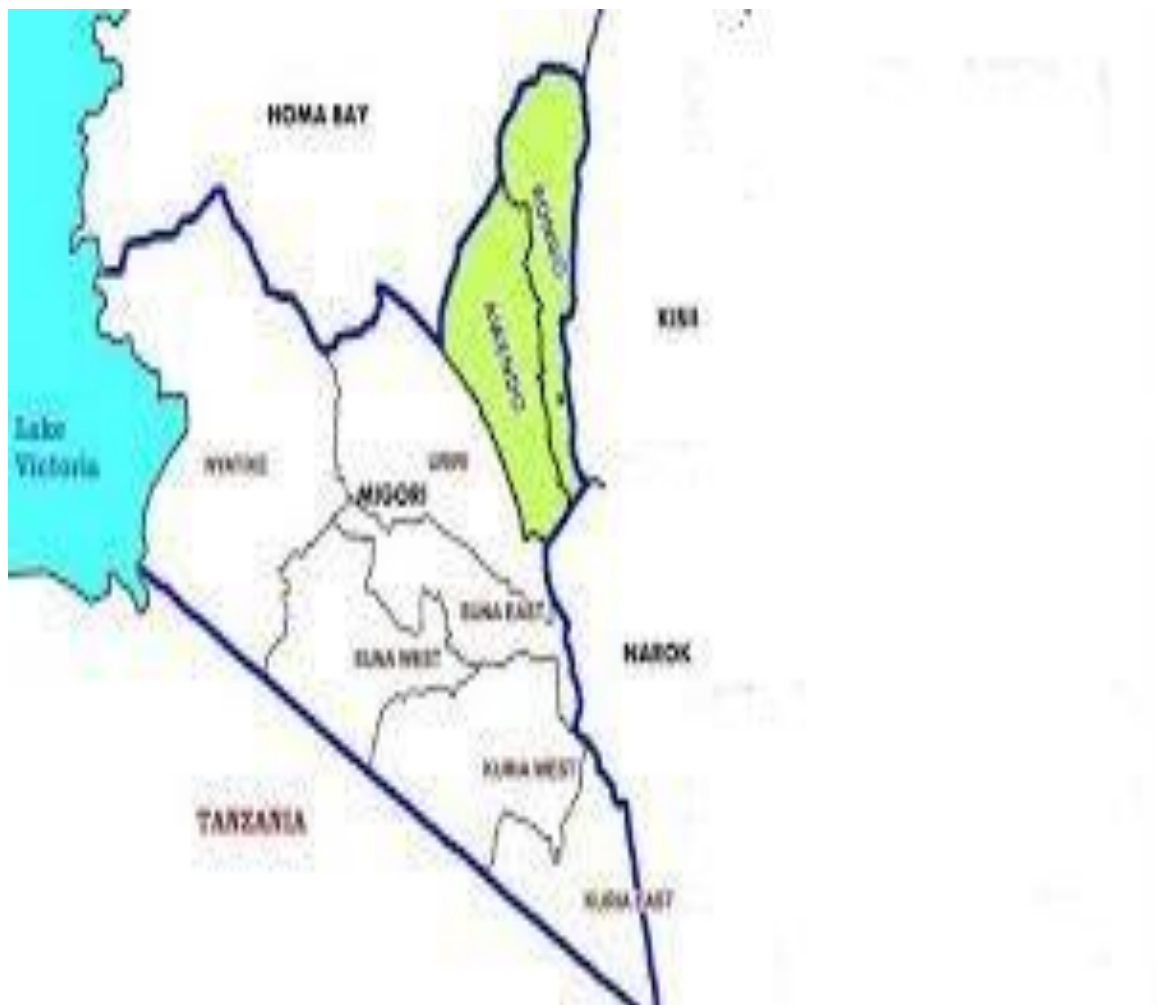
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APPENDIX 1: MAP OF KURIA EAST



APPENDIX 2: INFORMED CONSENT FORM

Dear respondent.

I Amos Odhiambo. I am pleased to inform you that I am a researcher in the Department of Humanities and Social Sciences, Rongo University. I am conducting a research whose purpose is to investigate the influence of positive sanctions on children's social development in Kuria East Sub County, Kenya.

I kindly request you to participate in this study by honestly and accurately responding to all items in the questionnaire or interview schedule used in data collection. Your responses will be kept anonymous and confidential. The information will not be used for any other purpose except to achieve the objectives of the study. Do not indicate your name on the questionnaire.

Your participation in this study is voluntary and you are free to withdraw at any time.

There are no risks involved directly or indirectly in participating in this study.

Thank you.

Kindly sign in the space provided below if you accept to participate in this study.

Sign: Date:

APPENDIX 3: QUESTIONNAIRE

Household Head Questionnaire

The purpose of this questionnaire is to collect information on influence of sanctions on children's social development in Kuria East Sub-County. The information you give will be kept anonymous and confidential and will only be used for the purpose of this study. Please fill in the blank spaces provided or tick (✓) where appropriate.

SECTION A: Background Information

Tick against the following information as appropriate

1. What is your gender?

Male 2) Female 3) Unisex

2. Marital status

Married 2) Single parent 3) Widow 4) Widower

3. How many children live in under your household?

1) 0 children 2) 1-4 children

3) 5- 8 Children 4.) 9 and above

4. Education level

1) Never went to school 2) Primary

3) Secondary 4) post-secondary

SECTION B

Objective One: Influence of rewards on children's social development in Kuria East sub county, Migori County - Kenya

Rating Score for question 5 to 9 (1= strongly disagree (SD); 2= Disagree (D), 3=Undecided (U) 4= Agree (A) and 5 =Strongly agree (S.A)

In a scale of 1 to 5 put a tick in the box to rate how you engage with your children as per the statement given						
S/NO	Description	1 (S.D)	2 (D)	3 (U)	4 (A)	5 (SA)
5.	I give my children money as a reward for getting good grades in school.					
6.	What is your reason for the response in question 5 above?					
6 (a)	I tell my children the reasons why I praise them					
6 (b)	I praise my children immediately after good behaviour					
7.	What is your reason for the response in question 6 (b) above?					
7 (a)	I encourage my children to try again in an event of failure					
7 (b)	What is your reason for the response in question 4 above?					
7 (c)	I recognize my children consistently for obeying my rules					
8.	What is your reason for the response in question 7 (c) above?					
8 (a)	I spank my children for a bad behaviour					
8 (b)	I whip my children for a bad behaviour					
9.	What is your reason for the response in question b (b) above?					

How has rewards and praise affected the social development of your children?

How has whipping and spanking affected social development of your children?

SECTION C

Objective Two: Influence of parenting styles on children’s social development in Kuria East sub county, Migori, Kenya

Rating Score for question 1 to 21 (1= strongly disagree (SD); 2= Disagree (D), 3=Undecided (U) 4= Agree (A) and 5 =Strongly agree (S.A)

In a scale of 1 to 5 put a tick in the box to rate how you engage with your children as per the statement given						
S/NO		1 (S.D)	2 (D)	3 (U)	4 (A)	5 (SA)
1	I show examples to my children on what is expected of them					
1(a)	How has the response in question 1 above affected the social development of your children?					
2	I restrain my children from what is wrong					
2 (a)	What is your reason for the response in question 2 above?					
3	I restrain myself from bad habits in the presence of children					

3(a)	What is your reason for the response in question 3 above?					
4	I consider wishes of my children before assigning them duties					
4(a)	What is your reason for the response in question 4 above?					
5	I encourage my children to freely express their minds.					
6	I provide my children reasons for the expectations I have for them					
6(a)	What is your reason for the response in question 6 above?					
7	I create warm and intimate environment for my children.					
7(a)	What is your reason for the response in question 7 above?					
8	I am firm on what is right on my children.					
9	I command my children on what they are to do					
9(a)	What is your reason for the response in question 9 above?					
10	I correct my children's bad behaviour by taking away some privileges from them e.g. playing with other children, watching TV etc.					
10(a)	What is your reason for the response in question 10 above?					
11	I explode in anger towards my children when they make mistakes					
11(a)	What is your reason for the response in question 11 above?					

12	I openly criticize my children when his/her behaviour does not meet my expectations					
12(a)	What is your reason for the response in question 12 above?					
13	I use modest speech in the presence of children.					
13(a)	What is your reason for the response in question 13 above?					
14	I use threats as a form of punishment with little or no justification					
14(a)	What is your reason for the response in question 14 above?					
15	I remind my children of their past wrong doings and failure.					
15(a)	What is your reason for the response in question 15 above?					
16	I find it difficult to discipline my children					
16(a)	What is your reason for the response in question 16 above?					
17	I ignore my children's bad behaviour.					
17(a)	Why do you ignore your children bad behaviour?					
18	I support my children even if they make mistakes.					
18(a)	What is your reason for the response in question 18 above?					
19	I encourage my children to play with well-behaved children					
20	My children apologize when they do wrong					

21	My children control their temper when they have an argument					
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How has any parenting styles affected the social development of your children?

SECTION D

Objective Three: Influence of resilience building in children's social development in Kuria East sub county, Migori, Kenya.

Rating Score for question 1 to 7 (1= strongly disagree (SD); 2= Disagree (D), 3=Undecided (U) 4= Agree (A) and 5 =Strongly agree (S.A)

In a scale of 1 to 5 put a tick in the box to rate how you engage with your children as per the statement given						
S/NO	Resilience building as a means of Children's social Development	1 (S.D)	2 (D)	3 (U)	4 (A)	5 (SA)
1	I am able to identify unacceptable behaviour in my children					
1(a)	How are you able to identify acceptable behaviour in your children					
2	I have time to talk to my children about their needs					
2(a)	How do you create time to talk to your children about their social development					
3	My children appreciate the process of talking to them on their social needs to be changed					
3(a)	What is your evidence for your answer in question 3 above?					

4	My children have a positive feeling about parental resilience building at home.					
4(a)	What is your evidence for your answer in question 4 above?					
5	My children have acquired behavioural change as a result of resilience building processes from parents					
5(a)	What is your evidence for your answer in question 5 above?					
6	I feel my children are engaging with the right groups					
6(a)	How do you know that your children are engaging with right groups					
7	My children are highly influenced by peer resilience building					
7(a)	What is your evidence for your answer in question 7 above?					
8	I believe Peer resilience building is helpful in modifying my children behaviour					
8(a)	What is your evidence for your answer in question 8 above?					
9	My children share with me what they are taught in church to challenge their thinking.					
10	Religious resilience building has helped my children change their behaviour					
10(a)	What is your evidence for your answer in question 10 above?					

11	I believe that teachers provide appropriate resilience building to my children					
11(a)	What is your evidence for your answer in question 11 above?					
12	I encourage my children to engage in correct play types.					
12(a)	How do you encourage your children to engage in correct play types					
13	I train my children to make good decisions.					
13(a)	How do you train your children to make good decisions					
14	My children follow the rules at home					
14(a)	What is the evidence for your answer in question 14 above?					
15	My children listen without interrupting when talked to					
16	My children speak politely to me and other adults					

Any other comment on resilience building, specify

THANK YOU

APPENDIX 4: KEY INFORMANT INTERVIEW GUIDE

Key respondents will be head teachers in sampled schools

The purpose of this interview is to collect information on influence of positive sanctions on children's social development in Kuria East Sub- County.

Participants were assured of the confidentiality as they were informed that the information given will be treated with the anonymity and confidentiality it deserves and will only be used for the purpose of this study.

The discussions were guided by the following themes:

1. Population of learners and teachers in the school
2. How indiscipline cases are handled in the school
3. How helpful are the policies in handling unacceptable behaviour among learners in school.
4. How rewards are administered on good behaviours on children who perform well
5. How role models in the school influence children behaviour.
6. Existence of resilience building section in the school and its effectiveness in children's social development
7. Parental involvement in supporting their children in school activity to ensure they conform to school regulations

APPENDIX 5: DISTRIBUTION OF POPULATION IN KURIA EAST SUB-COUNTY

Distribution Of Population By Sex, Number Of Households, Land Area, Population Density And Sub Locations								
Land Area		Density		Households		Sex*		
Total	Male	Female	Total	Conventional	Group Quarters	Sq. Km		Persons Per Sq. Km
Kuria East	96,872	46,969	49,894	17,363	17,267	96	187.6	516
Chinato	20,683	10,119	10,563	3,755	3,687	68	49.8	416
Kebaroti	2,725	1,386	1,339	509	509	-	8.9	307
Kebaroti	2,725	1,386	1,339	509	509	-	8.9	307
Komotobo	4,072	2,053	2,019	686	679	7	9.0	455
Kebarisia	1,893	943	950	349	349	-	4.1	460
Komotobo	2,179	1,110	1,069	337	330	7	4.8	450
Nyabasi South	3,846	1,872	1,973	750	691	59	9.7	395
Mosweto	2,266	1,102	1,164	419	412	7	5.5	412
Nyaroha	1,580	770	809	331	279	52	4.2	373
Nyabasi West	4,134	1,984	2,150	734	734	-	9.5	436
Kemakoba	2,108	1,020	1,088	351	351	-	5.2	403
Nyabikongori	2,026	964	1,062	383	383	-	4.3	476
Tebesi	5,906	2,824	3,082	1,076	1,074	2	12.7	465
Kegonche	2,483	1,158	1,325	473	471	2	4.2	592
Tebesi	3,423	1,666	1,757	603	603	-	8.5	402
Kegonga	33,489	16,267	17,220	5,885	5,885	-	81.7	410
Maeta	10,274	5,012	5,261	1,724	1,724	-	26.9	382
Nyaitara	5,161	2,580	2,580	947	947	-	15.7	329
Sanchawa	5,113	2,432	2,681	777	777	-	11.2	456
Nguruna	5,876	2,894	2,982	1,079	1,079	-	18.6	316
Getongoroma	3,370	1,680	1,690	628	628	-	9.3	361
Girigiri	2,506	1,214	1,292	451	451	-	9.3	270
Nyabasi Central	5,086	2,338	2,748	1,008	1,008	-	8.7	584
Kegonga	3,325	1,501	1,824	692	692	-	4.3	774
Nyamanche	1,761	837	924	316	316	-	4.4	400
Nyabasi East	4,673	2,297	2,375	766	766	-	9.7	482
Sakuri	1,649	814	835	280	280	-	4.3	386
Nyamagongwe	3,024	1,483	1,540	486	486	-	5.4	557
Nyabasi North	7,580	3,726	3,854	1,308	1,308	-	17.8	427
Kugitimo	3,436	1,678	1,758	600	600	-	6.0	576
Nyamagenga	4,144	2,048	2,096	708	708	-	11.8	351
Kwiho	16,484	7,945	8,537	2,923	2,923	-	16.1	1,024
Bwirege East	3,969	1,870	2,099	718	718	-	4.1	976
Gairoro	2,253	1,086	1,167	417	417	-	2.8	793
Masangora	1,716	784	932	301	301	-	1.2	1,400
Gwitembe	5,172	2,508	2,664	950	950	-	4.1	1,264
Gwitembe	2,245	1,107	1,138	432	432	-	1.8	1,249
Seronga	2,927	1,401	1,526	518	518	-	2.3	1,276
Siabai	7,343	3,567	3,774	1,255	1,255	-	7.9	925
Makonge	3,710	1,833	1,877	665	665	-	4.2	874
Siabai	3,633	1,734	1,897	590	590	-	3.7	983
Ntamaru	26,216	12,638	13,574	4,800	4,772	28	40.1	654
Bwirege Central	8,963	4,242	4,721	1,721	1,721	-	10.5	851
Bongebo	3,124	1,455	1,669	595	595	-	5.2	602

Ntimaru	5,839	2,787	3,052	1,126	1,126	-	5.3	1,093
Bwirege West	9,028	4,399	4,625	1,573	1,545	28	15.6	578
Makararangwe	6,104	2,969	3,134	1,064	1,036	28	9.6	633
Matare	2,924	1,430	1,491	509	509	-	6.0	489

Source: Kuria East Sub-County Administrators Office (2021)

APPENDIX 6: NACOSTI PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 380635 Date of Issue: 29/June/2020

RESEARCH LICENSE



This is to Certify that Mr.. AMOS ODHIAMBO AMOLO of Rongo University, has been licensed to conduct research in Migori on the topic: EFFICACY OF POSITIVE SANCTIONS ON CHILDREN CHARACTER DEVELOPMENT IN KURIA EAST SUB COUNTY KENYA for the period ending : 29/June/2021.

License No: NACOSTI/P/20/5548

380635
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

**APPENDIX 7: RONGO UNIVERSITY RESEARCH AUTHORIZATION
LETTER**



OFFICE OF THE DEAN
SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404
RONGO

Our Ref: **MSOC/6005/2018**

Date: Friday, May 22nd, 2020

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
off Waiyaki Way, Upper Kabete,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,

RE: **RESEARCH PERMIT FOR MR. AMOS ODHIAMBO AMOLO-
MSOC/6005/2018**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Arts and Social Sciences pursuing a Masters degree in Sociology. He has been authorized by the University to undertake research titled; **"Efficacy of positive sanctions on children character development in Kuria East Sub County - Kenya"**.

This is, therefore, to request the commission to issue him with a research permit to enable him proceed for field work.

Your assistance to him shall be highly appreciated.

Thank you.

Dr. Edward Anino
DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: Vice Chancellor
Deputy Vice Chancellor (Academic and Student Affairs).
Dean, School of Arts and Social Sciences
HoD, Social Sciences

