

**ADOLESCENCE DEVELOPMENT DIMENSIONS AND PERSONALITY  
TRAITS AMONG BOYS IN PUBLIC DAY SECONDARY SCHOOLS IN  
KIRINYAGA EAST SUB-COUNTY, KIRINYAGA COUNTY, KENYA**

**KEZZY WAWIRA WANJIRA**

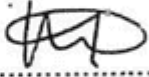
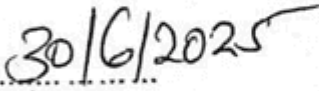
**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN  
EDUCATIONAL PSYCHOLOGY OF  
MOUNT KENYA UNIVERSITY**

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## DECLARATION AND APPROVAL


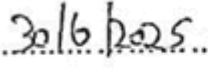
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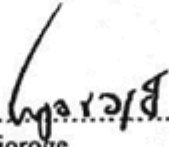
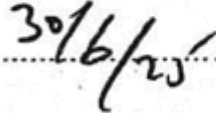
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We confirm that the work reported in this research thesis was carried out by the candidate under supervision.

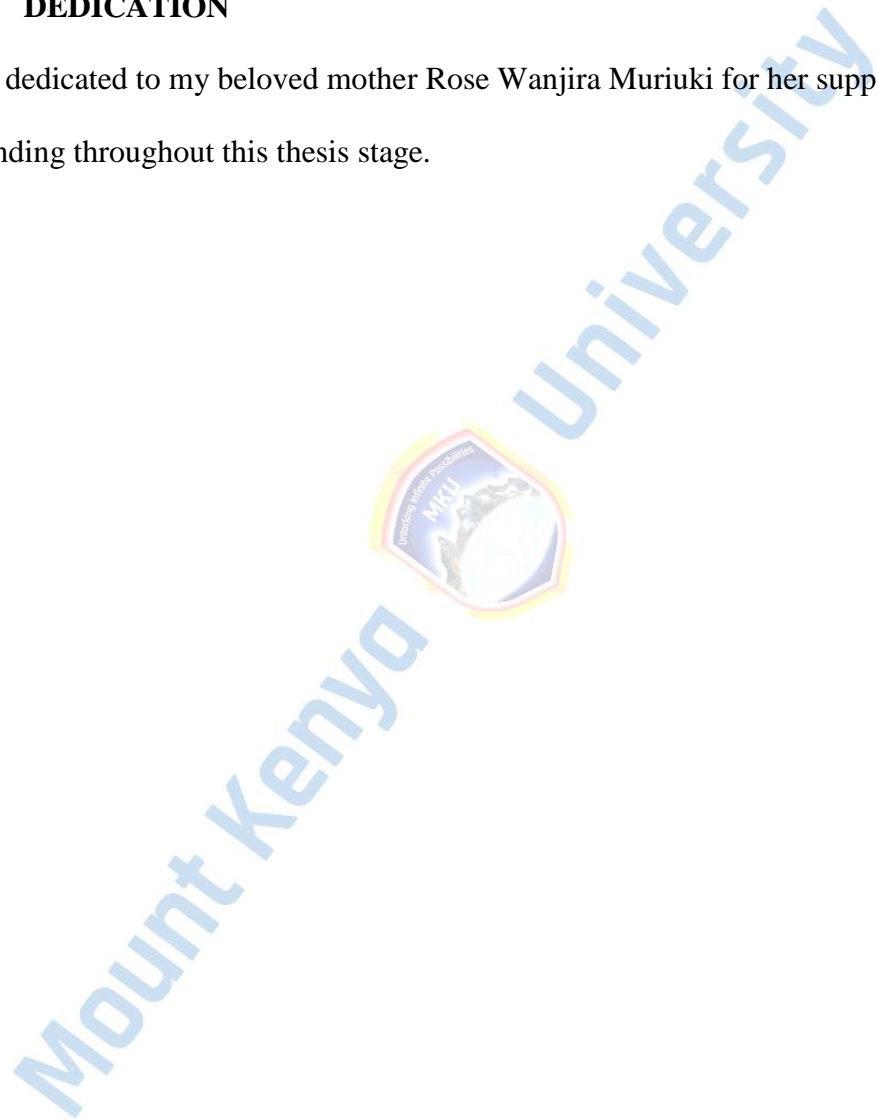
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## **DEDICATION**

This thesis is dedicated to my beloved mother Rose Wanjira Muriuki for her support and understanding throughout this thesis stage.



## ACKNOWLEDGEMENT

My earnest gratitude and appreciation go to the Almighty God for His guidance throughout this work. I recognize my two supervisors Dr. Ann Muiro and Dr. Benson Njoroge for excellent academic guidance, constant support and encouragement in this process. My deep gratitude goes to my mother Rose Wanjira who encourages me not to give up. She persistently instigates me to carry on every time I stumble. Special appreciation goes to my husband, Ambrose Maundu Gerald for constant assistance in collecting and analyzing data and encouraging me throughout this work. It gives me pleasure to acknowledge the authors of the cited materials. To you all: God bless you.



## ABSTRACT

The development of personality traits during adolescence is a critical concern, particularly among boys in public day secondary schools. This study aimed to assess how the developmental dimensions of adolescents, including the physical, cognitive, moral, and social, influence boys' personality traits in Kirinyaga East Sub-County, Kirinyaga County, Kenya. The central problem addressed is the increasing cases of poor personality adjustment among adolescent boys, manifesting as social withdrawal, cognitive instability, and behavioral issues. Guided by the Developmental Task Theory and Psychosocial Theory, the study utilized a mixed-methods approach using a concurrent triangulation design. A total of 345 respondents, including students, form teachers, and guidance and counseling heads, were selected through purposive, stratified, and simple random sampling. Questionnaires and interviews were used to collect data, which was later analyzed using both thematic analysis (for qualitative data) and SPSS version 25 (for quantitative data). Findings indicated that: Physical development had a significant positive influence on personality traits ( $\beta=0.138$ ,  $p<0.05$ ). Cognitive development also showed a significant influence ( $\beta=0.130$ ,  $p<0.05$ ). Moral development demonstrated the strongest influence ( $\beta=0.285$ ,  $p<0.05$ ). Social development was similarly impactful ( $\beta=0.184$ ,  $p<0.05$ ). Based on the findings, the study concluded that adolescent boys' developmental changes significantly shape their personality traits. It is recommended that educators integrate developmentally supportive programs, such as structured life skills lessons and targeted guidance and counseling, to foster positive personality traits. Tailored interventions aligned to each developmental domain should be prioritized to promote holistic adolescent growth and psychological adjustment.

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## LIST OF ABBREVIATIONS AND ACRONYMS

**ADT:** Adolescents' Developmental Aspects

**BCE:** Before Common Era

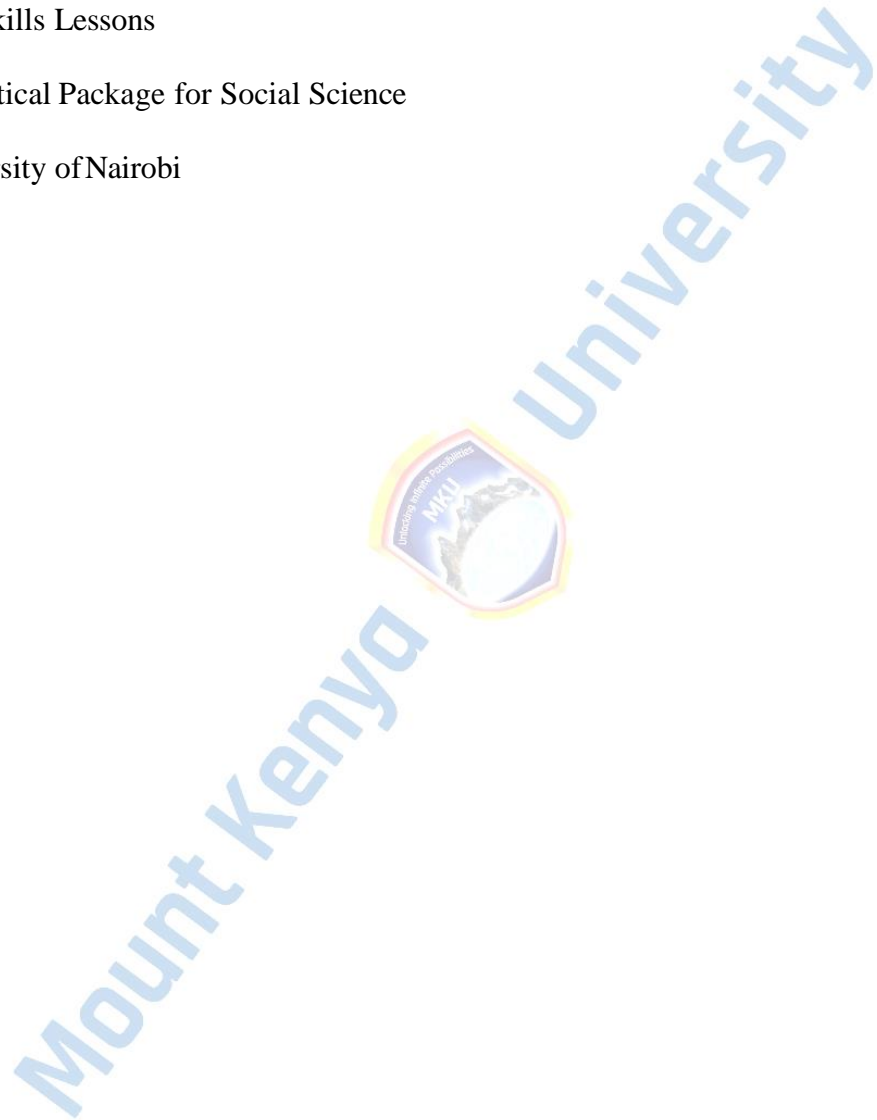
**G & C:** Guidance and Counseling

**HOD:** Head of Department

**LSL:** Life Skills Lessons

**SPSS:** Statistical Package for Social Science

**UoN:** University of Nairobi



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The chapter comprise of different sections that will introduce the overall study, including the background, problem statement, its purpose, significance, and objectives. It will also address the research questions that will be answered, the study's scope, limitations, and delimitation. Lastly, the chapter will discuss the study's assumptions and operational definition of the key terms that will be utilized throughout the paper.

#### **1.1 Background to the Study**

Globally, the development of personality traits among adolescents has gained increasing attention due to its far-reaching impact on social functioning, mental health, and academic achievement. Adolescence is one of the most critical stages, with notable characteristics, including rapid physical, emotional, and psychosocial changes. According to the World Health Organization (2023), approximately 13% of adolescents globally experience mental health challenges, many of which are rooted in poor personality adjustment. Traits such as aggression, low self-esteem, antisocial behavior, and emotional instability often manifest during this period, potentially affecting lifelong outcomes if unaddressed.

In developed countries, studies have documented the strong influence of adolescence developmental dimensions particularly cognitive and social development on traits like impulsivity, decision-making, and identity formation. For instance, research conducted in the United States and Europe has established a link between delayed cognitive development and the emergence of problematic traits such as poor self-control and academic underachievement (Blakemore & Mills, 2014). Meanwhile, moral and social

dimensions have been shown to influence empathy, respect for authority, and pro-social behaviors.

Across Africa, similar trends have emerged. Adolescents, particularly those from low and middle-income nations, experience intensified environmental pressures such as poverty, peer influence, limited access to psychosocial support, and weak school-based interventions. In South Africa, a study by Favini et al. (2018) emphasized how peer environments significantly shape boys' personality traits during adolescence, often contributing to either resilience or maladaptive behaviors. Similarly, research in Liberia by Chen et al. (2016) found a direct correlation between adolescent stress, personality disorders, and poor academic outcomes.

In Kenya, the Ministry of Education and various psychosocial studies have highlighted rising concerns about maladjustment among adolescent boys in secondary schools. Issues such as social withdrawal, defiance, lack of moral grounding, and cognitive immaturity are increasingly reported in school settings. A study by Lynn Muthoni (2015) in Kirinyaga County revealed that over 37% of boys exhibited personality adjustment challenges linked to developmental issues. These included difficulties in decision-making, disrespect for authority, and unstable peer relationships all indicators of poor development across key dimensions.

Despite growing attention, few empirical studies in Kenya have holistically examined the connection between adolescent development dimensions namely: physical, cognitive, moral, and social and personality trait formation among boys in public day schools. Many existing studies also overlook the unique developmental challenges faced by boys, particularly in rural or semi-urban settings.

This study therefore seeks to fill this gap by assessing how adolescents' developmental dimensions influence the formation of personality traits such as aggression, social withdrawal, poor decision-making, and low self-identity. Focusing on public day secondary schools in Kirinyaga East Sub-County, the research aims to generate locally grounded insights that can inform school-based interventions and broader educational policy targeting adolescent development.

## **1.2 Statement of the Problem**

There is mounting concern among teachers, guidance and counseling personnel, school administrators, and parents in Kirinyaga East Sub-County regarding the troubling personality traits being exhibited by adolescent boys in public day secondary schools. Reports from school-based guidance and counseling departments indicate an increase in cases of social withdrawal, poor peer relationships, impulsive behavior, low self-esteem, and indiscipline. These traits have negatively affected students' academic engagement, classroom behavior, and overall psychosocial well-being.

A survey conducted by the Kirinyaga County Education Office in 2022 noted that over 40% of boys aged 14–17 displayed signs of psychological distress, with traits such as aggression, defiance, and social detachment being particularly prevalent. Additionally, school records reveal a rise in disciplinary cases and referrals for counseling, often involving boys struggling with emotional regulation, peer rejection, and maladaptive coping mechanisms. Teachers have expressed concerns about the inability of many boys to concentrate in class, work in groups, or accept constructive feedback, which are all indicative of personality adjustment challenges.

Psychologically, these personality traits are reflective of underlying developmental struggles. Poor cognitive development may manifest as difficulty in reasoning or solving problems independently, while insufficient moral development is linked to rule-breaking, dishonesty, and disrespect for authority. Social development gaps are reflected in identity confusion, peer conflict, and low emotional intelligence. Without early intervention, these psychological issues may escalate into anxiety disorders, behavioral problems, or even school dropout.

Despite the prevalence of these issues, few localized studies have empirically investigated the influence of adolescents' developmental dimensions; physical, cognitive, moral, and social aspects on personality traits, particularly when considering boys in public day schools. The study seeks to provide evidence-based insights into how adolescent development influences personality outcomes to address this gap, thereby informing more targeted psychosocial interventions and educational policy responses.

### **1.3 Purpose of the Study**

The purpose of the study was to assess how adolescence development dimensions influence personality traits development in public day secondary schools in Kirinyaga East sub-county, Kirinyaga County.

### **1.4 Objectives of the Study**

- i. To evaluate the effect of adolescents' physical development on personality traits development among males studying in public day secondary schools in

Kirinyaga East sub county

- ii. To determine the impact of adolescents' cognitive growth on personality traits development for boys in public day secondary schools in Kirinyaga East sub county
- iii. To evaluate how moral development in adolescents influence the development of personality traits among boys studying in public day secondary schools in Kirinyaga East sub-county
- iv. To examine the influence of adolescents' social development on personality traits development among boys in public day secondary schools in Kirinyaga East sub-county.

### **1.5 Research Hypotheses**

**H<sub>01</sub>:** Adolescents' physical development has no significant influence on personality traits development for young male students in public day secondary schools in Kirinyaga East Sub-County.

**H<sub>02</sub>** Adolescents' increased cognitive awareness has no significant influence on the development of personality traits among male students in public day secondary schools in Kirinyaga East Sub County.

**H<sub>03</sub>** Adolescents' moral development has no significant influence on the development of personality traits among boys in public day secondary schools in Kirinyaga East Sub County.

**H<sub>04</sub>** Adolescents' social development has no significant influence on personality traits development among boys in public day secondary schools in Kirinyaga East Sub-County.

### **1.6 Rationale of the Study**

The development of personality traits remains one of the most common problems faced by adolescents, particularly boys. The condition is mostly indicated by social

withdrawal from peer, unstable relationships, cognitive, disturbance and lack of social identity, Keenan, Evans & Crowley, 2016. The study's purpose was to assess how the dimensions of adolescence development influence personality disorder among form 2 and 3 students in the specified sub-county.

The study filled in the existing gap in the study of personality traits since no study has addressed personality traits among adolescents specifically boys. Results of this study would be an additional knowledge on the indicators of personality disorders portrayed by an adolescent boy. The knowledge would also be useful in explaining most of unacceptable behavior among adolescent boys in both schools and home. The study may have a great contribution to scholarly literature in the field of psychology particularly on personalities. This is by outlining and explaining clearly the behavior portrayed by a personality traits person.

### **1.7 Significance of the Study**

This study is integral to multiple stakeholders who play critical roles in the development and support of adolescents. Firstly, the findings of the current study will greatly benefit teachers and guidance and counseling personnel in public day secondary schools by gaining deeper insights into how the different dimensions of adolescent development; physical, cognitive, moral, and social influence personality traits among boys. This understanding will enable them to design and implement more effective guidance strategies and psychosocial interventions tailored to boys' developmental needs.

Secondly, school administrators and Boards of Management (BoMs) will find the study useful in developing policies that create a supportive school environment. With evidence-based knowledge, they can make informed decisions on resource allocation

toward life skills programs, counseling services, mentorship activities, and teacher training in adolescent mental health and development support.

Parents and guardians stand to benefit from the study as it will raise their awareness of the critical changes that adolescent boys undergo. By understanding how developmental factors affect personality traits, parents can provide appropriate emotional and psychological support at home, enhance parent-child communication, and create conducive home environments that promote healthy identity formation and behavioral stability.

Curriculum developers, including the Kenya Institute of Curriculum Development (KICD) and the Ministry of Education (MOE) will also highly benefit from the study. The results can guide the integration of developmentally responsive content within the Competency-Based Curriculum (CBC). Additionally, MOE can use the findings to formulate national strategies aimed at strengthening school-based psychosocial support systems and adolescent mental health programming.

Psychologists and adolescent health practitioners will benefit from locally grounded empirical data on personality traits and the developmental experiences of boys in secondary schools. Such insights are essential for designing adolescent-friendly mental health initiatives, early identification of at-risk students, and development of age-appropriate therapeutic interventions.

The study will also be significant to researchers and academicians by contributing to the current understanding of adolescent psychology in Kenya. It provides a framework and reference point for future research on developmental psychology, educational

outcomes, gender differences in adolescence, and the interplay between personality traits and school environments.

Finally, adolescent boys themselves, though indirectly, will benefit from the study through the interventions and improved support systems that may result from the findings. Enhanced understanding of their developmental needs will lead to more nurturing school and home environments, helping them cultivate healthy personality traits, improve academic engagement, and make positive life choices.

### **1.8 Scope of the Study**

The study sought to assess the influence of adolescents' developmental dimensions on personality traits development in public day secondary schools in Kirinyaga East sub-county, Kirinyaga County. The study restricted itself to Kirinyaga East Sub County in Kirinyaga County, Kenya. It was a mixed methods study employing concurrent triangulation research design, where the researcher utilized the mixed methodology to collect and analyze qualitative and quantitative data. Through purposive sampling 34 public day secondary schools in Kirinyaga East Sub County were sampled. This study was guided by Havighurst's Developmental Task Theory by Robert Havighurst and Psychosocial Theory by Erik Erikson (1950- 1963). The study only focused on developmental aspects achieved during adolescence age and personality traits of adolescent boys in form 2 and 3 in public day secondary schools in Kirinyaga east sub-county, Kirinyaga County. The study was undertaken from November 2021 to May 2022.

### **1.9 Limitations of the Study**

- i. Some questionnaires were ignored by the respondents. This was mitigated through combination of qualitative and quantitative research where data was

collected using interviews. It was difficult for such respondents to assume questions during the interviews.

ii. The investigation of the problem was bounded on the time assigned to the task.

A research problem that the researcher chooses may not require much time to complete, that is collection and analyzing of data.

iii. Quantitative approach to measure human being behavior is difficult since human behavior is difficult since behavior cannot be attached to numbers.

Triangulation curbed this limitation by combining both qualitative and quantitative research.

iv. The size of the sample sampled by the researcher was used in the study and findings was generalized to the entire population. This sample size may not be an adequate representative of the population.

v. The research instruments may not be able to capture some human behavior that is portrayed by the adolescent boys.

#### **1.10 Delimitation of the Study**

i. The study was delimited to the use of questionnaires and interviews schedules to gather opinions and thoughts of a representative sample and the findings was generalized to a wider population.

ii. The researcher selected the objectives of the study, including investigating the effect of learners' physical, cognitive, moral and social development on personality traits among form two boys in public secondary schools in Kirinyaga East Sub-County.

iii. Respondents to this study included those that have relevant information to the study. Their opinions and attitudes were generalized to the entire population which was all form masters /mistresses, class teachers, HODs in

Guidance and Counseling and boys in form 2 and 3 in 34 public days' secondary schools' in Kirinyaga East sub County that was sampled using stratified sampling.

- iv. Only public day secondary schools were used in the study. Private secondary schools were exempted since they may find it difficult to give some confidential information to the researcher.

### **1.10 Assumptions of the Study**

This study is based on several underlying assumptions stemming from research design and the theoretical framework guiding the investigation. It is assumed that adolescent boys in public day secondary schools undergo significant modifications in the physical, cognitive, moral, and social development, which influence the formation of their personality traits. This assumption is drawn from Havighurst's Developmental Task Theory, which posits that individuals at different stages of life face specific developmental tasks that must be mastered for healthy personality growth.

The study further assumes, in line with Erikson's Psychosocial Theory, that adolescence is a period where one experiences a crisis of identity enhanced by role misperception. It is therefore assumed that how boys navigate this psychosocial stage particularly through social interaction, peer relationships, and moral decision-making has a direct bearing on the development of stable or unstable personality traits.

Another key assumption is that the selected participants; students, form teachers, and guidance and counseling heads will provide honest and accurate responses regarding the developmental experiences and personality traits of adolescent boys. It is also assumed that the instruments used in the study (questionnaires and interview guides) are valid and reliable tools for capturing the intended data.

Additionally, the study assumes that the school environment, including teacher-student interaction, peer dynamics, and support services, plays a significant role in either facilitating or hindering healthy adolescent development. Lastly, it is assumed that personality traits among boys in the study area can be meaningfully measured and linked to specific developmental dimensions, allowing for generalizable conclusions and practical recommendations.

### 1.12 Operational Definition of Key Terms

**Adolescence** is a stage of psychological and physical directed changes that occurs during the period from pubescent to legal adult. This stage is usually associated with the age between nine and nineteen years. It's physical or psychological expressions may appear earlier and terminate later.

**Adolescence Development** is an orientation that assumes change, growth, innovation and creativity. They include physical, cognitive, social, and emotional development.

**Adolescent** : This is used to imply a young person who is developing in to adulthood his or her experience a period of transition that indicates the changes from childhood to adulthood.

**Developmental Aspect** In this study, there are physical, cognitive, moral and social abilities that a person is required to accomplish within a given time interval in an age to proceed with development. If the task is not achieved, the individual is unable to execute aspects in the next stage in life.

**Learner** is a person in a learning institution who is ready to acquire knowledge or skills in a given subject or how to do something; a student.

**Maladjustment** is the inability to respond successfully to various social expectations and biological needs, as a result an individual fail to meet social and cultural expectations.

**Personality** Conceptualized as a combination of intuitions, thoughts and activities that differentiate one person from another.

**Personality traits** - These people's patterns of feelings, behavior and thoughts that differentiate individuals.

**Principal** is ahead teacher of a learning institution of students such as secondary schools.

**Strategy:** denote an intended plan applied to achieve a given task.



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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The researcher explored the varieties of developmental aspects in adolescents. These types include physical development and sexual maturation, cognitive, social, moral and emotional development

#### **2.1 Empirical Literature Review**

This part unveiled the dependent variable and independent variable and the relationship between the two, theoretical literature and framework, conceptual framework and the research gaps. According to Seth, (2012) a developmental task is any form of a function that a given person is required to achieve at a given period of development. Those who successfully achieve given functions proceed to higher levels of development. Individuals who fail to achieve them may have difficulties in adjusting well and to solving aspects that come later in life. Some of those aspects are; having a masculine or feminine physical features, ability to acquire given moral values and ethics, developing good relationships with others, independent thinking and getting prepared for roles that come in future such as careers, economic activities and marital roles. Adolescents at different ages experience physical, cognitive, moral and social development. It is as a result of hormonal activities which are at peak during this stage that physical growth occurs. These general physical changes include, increased growth of muscles especially around the chest and appearance of secondary sex characteristics (Graber, 2013).

Cognitive development is the ability to think as an independent individual and perceive things differently. Cognitive maturity among adolescents enables the brain

to function executively. It includes the ability to make decisions, solving problems and thinking creatively. Cognitive development assists an adolescent to think and reason like an adult and not like a small child. Adolescents can now make crucial decisions on their own without relying on their peers, parents or teachers. They are ready to face any outcome that may arise from their own decisions since they are fully responsible for them. (Salman, 2010).

Morality development involves acquiring moral values and practices that are acceptable in a certain society. Adolescents may acquire these values from their family's settings, school, religious places like churches and mosques and imitating what their peers are doing. They start learning about regulations put aside for them and make a decision of obeying them or disobeying. They also learn how to respect people in different kinds of authorities, older people, teachers, religious leaders, parents, their peers and themselves. With time they realize that there are rules in different places that need to be obeyed as well as obeying instructions given by their teachers and parents (Eisenberg, Reykowski and Staub, 2016).

Adolescents go through different changes in their bodies in general and brain that prepare them to get involved on roles of the society that are more complex. Their societal circles become bigger and a lot of time is spent with their peers compared to their members of the family. At this stage they establish their identity in the society and they start having new connections socially. During interaction with their peers they are taught how to keep healthy social relationships in the society. Adolescents especially young ones need different aspects of support for them to develop successfully, solve problems and communicate effectively.(Blakemore & mills, 2018).

According to Marianne and Stephen (2015), Erik Erikson defined Personality as the combination of behavior, feelings and emotional patterns that distinguish a person from others. According to him, a person's personality develops as one develops from childhood to old age. Erikson observed that people are influence either positively or negatively by social factors around them. They face conflicts that make them deviate in traits. Human beings are faced with physical, physiological and psychological needs. When individuals deviate from such needs, it indicates personality traits among adolescents. An individual personality needs to develop out of nature and nurture forces. Such people achieve personality stability leading to personality adjustment.

A study was carried out by Kuppens, Allen and Sheeber (2010) in University of Leuven on emotional inertia and psychological maladjustment. The study objectives were; to assess the relationship between emotional stability and psychological maladjustment, investigate causes of psychological disorder and to examine the effects of psychological disorder on the society. The researchers used a method of video recording and interviewing the parents and adolescents who were the respondents to the study to collect the required data. The study result was that individuals with fewer positive emotions portrayed high personality traits. Such people found it difficult to adjust in social setting. The study recommended that parents are supposed to focus on the areas that lead to psychological maladjustment in their children to enable them to adjust psychologically.

In 2013, Mutekwe and Mutekwe (2013) from the University of Johannesburg carried out a study concerning the perception of teachers on pupil's personality problem in South Africa primary schools. The researchers applied surveys designs where 32 primary schools were sampled. Interview schedules and questionnaires were the

instruments for data collection. This study revealed that maladjusted pupils were unsocial, unhappy depressed, and nervous and were withdrawn from peers. The study recommended that implementation of teachers' intervention strategy would be more successful in correcting personality disorders

Elmarie and Chris (2014) a study was carried out on personality type and adjustment in 2014 in South Africa University. The study's main purpose was to investigate the contribution personality type has on adjustment in higher learning institutions. Data from the respondents who were first year accountancy students was collected using questionnaires. Multiple linear regressions were applied to analyses data. Finding from the study showed that student with stable personalities were able to adjust to the higher learning institutions during their first year. The study also finds that support from parents and teachers before joining higher learning institutions had an adjustment advantage. Recommendation from the study included integration of programmers that may help first year students understand their personality as individuals and the personality difference among themselves.

Study was carried out by Njega, Njoki & Ndung'u on September 2019 from Karatina University. The study's purpose was to assess the relationship between personality stability and academic achievement in all public boarding secondary schools in Kirinyaga County in Kenya. The objectives of the study were; to examine the impact of personality instability on academic performance, causes of personality instability and challenges encountered by adolescents during personality development. Descriptive survey design was employed by the researcher and was guided by systems theory. The target population comprised of principals, Guidance and counseling teachers and form three learners in public boarding schools in Kirinyaga. Simple

random sampling was used to sample respondents. The results from the study showed that students with personality stability issues performed poorly academically and poor personality development led to personality instability. The study recommended that the government needed to invest on programs such as life skills program and guidance and counseling. Teachers needed to help students develop self-awareness skills and improve on their personal perception. The study was carried out in Kirinyaga East sub County where the researcher encountered the problem among boys in public day secondary schools.

### **2.1.1 Adolescents' Physical Development and Personality traits**

Graber (2013) conducted a study that evaluated how puberty-related physical changes affected adolescent psychosocial adjustment. The study focused on growth spurts, muscle development, and subordinate sexual characteristics, including facial hair and voice deepening. It found that adolescents who matured early displayed greater self-confidence and social involvement, whereas late developers often experienced social anxiety, withdrawal, and low self-esteem. These physical transformations were seen to significantly affect how adolescents perceive themselves and interact with others, thereby shaping traits like self-assurance, assertiveness, or social avoidance.

The implications of these findings suggest that physical development during adolescence can directly impact an individual's self-concept and interpersonal behavior. For instance, delayed physical growth may lead to self-consciousness and emotional distress, which in turn manifest as introversion or aggression. These outcomes underscore the importance of timely support during puberty to prevent negative personality developments.

However, Graber's study, while informative, was based on a Western cohort and used observational methods with limited cultural sensitivity. It also did not quantify personality traits through validated psychometric tools, making it difficult to generalize findings. The study failed to examine how school environments or peer comparison might mediate these physical changes, presenting both methodological and contextual gaps. The current study, which focuses on adolescent boys in rural Kenyan day secondary schools, aims to address these limitations by applying a more structured and localized approach.

### **2.1.2 Adolescent' Cognitive Development and Personality traits**

Salman (2010) explored how cognitive development influences adolescent behavior, particularly their capacity for problem-solving, decision-making, and independent thinking. The study found that adolescents who demonstrated advanced cognitive skills were more resilient, self-directed, and capable of managing social and academic responsibilities effectively. These adolescents were also more likely to resist peer pressure and think critically about consequences, traits indicative of high conscientiousness and emotional regulation.

Similarly, Simmons (2017) emphasized that the development of higher-order thinking skills for adolescents led to more adept at planning, goal-setting, and self-monitoring—qualities associated with responsible personality development. These findings underscore that cognitive maturity plays a vital role in shaping traits such as autonomy, persistence, and judgment.

While both studies offer valuable insights, they primarily rely on theoretical assumptions and self-reports, lacking the statistical rigor needed for broad application.

Additionally, their focus on general adolescent populations fails to differentiate gender-specific or school-type-specific outcomes. A methodological gap exists in relating to the use of longitudinal data to observe cognitive changes over time, as well as a contextual gap in understanding how these dynamics play out in Kenyan day secondary schools. This study seeks to fill these voids by examining how cognitive development among boys influences key personality traits.

### **2.1.3 Adolescents' Moral Development and Personality traits**

Moral development has been linked to the internalization of societal values such as honesty, respect, and responsibility. Eisenberg, Reykowski, and Staub (2016) argued that adolescents acquire moral reasoning skills through family upbringing, school norms, and religious teachings. Their study showed that morally developed adolescents tend to exhibit prosocial personality traits like empathy, integrity, and self-discipline. Conversely, those lacking moral grounding often display antisocial behaviors, including defiance, dishonesty, and aggression.

These findings imply that moral development is a key determinant in forming ethical and socially acceptable behavior patterns during adolescence. The process of learning to obey rules, respect authority, and act honestly can help foster traits that contribute to social cohesion and individual self-respect.

However, most studies, including Eisenberg et al., have not empirically measured the link between moral development and personality traits using standardized tools. They also tend to overlook cultural and gender-specific influences on moral learning, especially in non-Western contexts. This presents both outcome and contextual gaps,

which are addressed by the current study by concentrating on male adolescents in rural Kenya and examining how moral reasoning influences behavioral outcomes.

#### **2.1.4 Adolescents' Social Development and Personality traits**

Social development during adolescence involves increasing engagement with peers and the broader community, which contributes to the defining of self-identity and interpersonal traits. Erikson's psychosocial theory highlights the 'identity vs. role confusion' stage, where adolescents are expected to form a stable sense of self. Newman and Newman (2017) noted that adolescents who successfully navigate this stage often develop confidence, independence, and emotional balance. Those who struggle, however, may exhibit confusion, social withdrawal, or dependency—traits that hinder healthy adjustment.

Blakemore and Mills (2018) supported this view, finding that peer interactions help adolescents develop traits like empathy, tolerance, and cooperation. Adolescents who are accepted by their peer groups often feel a sense of belonging and develop positive social behaviors, while those who face rejection may struggle with low self-worth and social anxiety.

Despite these valuable findings, most studies focus on general adolescent populations without considering school-specific dynamics or the influence of rural settings. Furthermore, they rarely explore how structured support systems such as guidance and counseling affect social development outcomes. These methodological and contextual gaps necessitate localized research, as proposed in this research, to delineate how social development contributes to personality formation among boys in Kenyan public day secondary schools.

Kuppens, Allen, and Sheeber (2010) investigated emotional inertia and its link to psychological maladjustment among adolescents. The researcher found that individuals with lower levels of positive emotions had a higher probability of experiencing personality instability and poor social adjustment. These findings suggest a strong connection between emotional regulation and personality traits such as resilience and adaptability. However, the reliance on video recordings and interviews with parents introduces subjectivity and limits the generalizability of the findings.

### **2.1.5 Empirical Studies on Personality Adjustment and Academic Outcomes**

Mutekwe and Mutekwe (2013) conducted a study across 32 South African primary schools to assess teachers' perceptions of student personality issues. They found that maladjusted students often appeared withdrawn, nervous, and unhappy. While informative, this study was limited by its focus on primary school learners and did not explore the underlying developmental causes of these traits. It also lacked gender-specific analysis.

Elmarie and Chris (2014) explored how personality type influenced adjustment to university life. Using multiple regression analysis, they found that students with stable personalities adjusted more successfully and benefited from parental and institutional support. However, the study's focus on university students limits its applicability to adolescents in secondary school settings.

Njega, Njoki, and Ndung'u (2019) investigated the connection between personality stability and academic performance in public boarding schools in Kirinyaga County, Kenya. They found that students with personality instability tended to perform poorly academically. While the study provides localized insight, it did not differentiate

outcomes by gender or school type. The current study builds on these findings by focusing specifically on boys in public day secondary schools, addressing both the population and institutional gaps.

## **2.2 Theoretical Framework**

Two theories guided the study, which are Havighurst's Developmental Task Theory by Robert. Havighurst and Psychosocial Theory by Erikson and Erikson (1998).

### **2.2.1 Adolescence development dimension theory**

The theory of development dimensions is based on aspects that are related to biological, social as well as psychological sources. According to Havighurst (1953), a developmental task is explained as a given role that an individual is required to achieve at a certain time during development. This achievement assists them to go to a higher level of development. If an individual fail to achieve these aspects at a given level of development, they may have trouble adjusting and solving other higher aspects. According to the theory, these aspects include; physical development, having healthy social relationships, accepting a masculine or a feminine role for boys and girls respectively, cognitive development and being independent emotionally. (Keenan, Evans& Crowley, 2016).

According to Swanson, Edwards and Spencer (2010) Adolescence development dimensions Aspects theory describes a developmental aspect as a crucial aspect as they play a role in developing a personality of an adolescents. Those who achieve the aspects in a good way, are able to adjust well in the society and achieve other aspects in future.

Adolescence development dimensions' aspects are crucial and during transition from childhood to adulthood an adolescent is required to achieve them.

### **2.2.2 Psycho Social Theory**

According to Erickson (1968) believed that all human beings encounter eight conflicts that emerge at different times in one's life. These conflicts are dictated by social demands and biological maturation of an individual. Each conflict needs to be resolved successfully to prepare the individual to resolve other life conflicts in a satisfactory way. At each stage of life, an individual must cope with social realities for him or her to adapt well and have a normal sequence to development. Erickson viewed adolescence as a crossroad between childhood and adulthood. According to him it is the period when adolescents are required to answer the question 'who am I?'

At this age, adolescents are at a crisis of establishing social identities and how best they can fit in the society. If they fail to establish their identity, they remain confused about their roles and what the society demand from them. Adolescents experience physical, cognitive and biological growth. They are also expected to resolve their social crisis to achieve social identity. When one resolves this crisis successfully, he or she can progress through future aspects and stages in a successful way. Identity versus role confusion is the point when individual and societal needs and expectations should be established. Identity crisis occurs when a person fails to achieve ego and social identity during the age of adolescence.

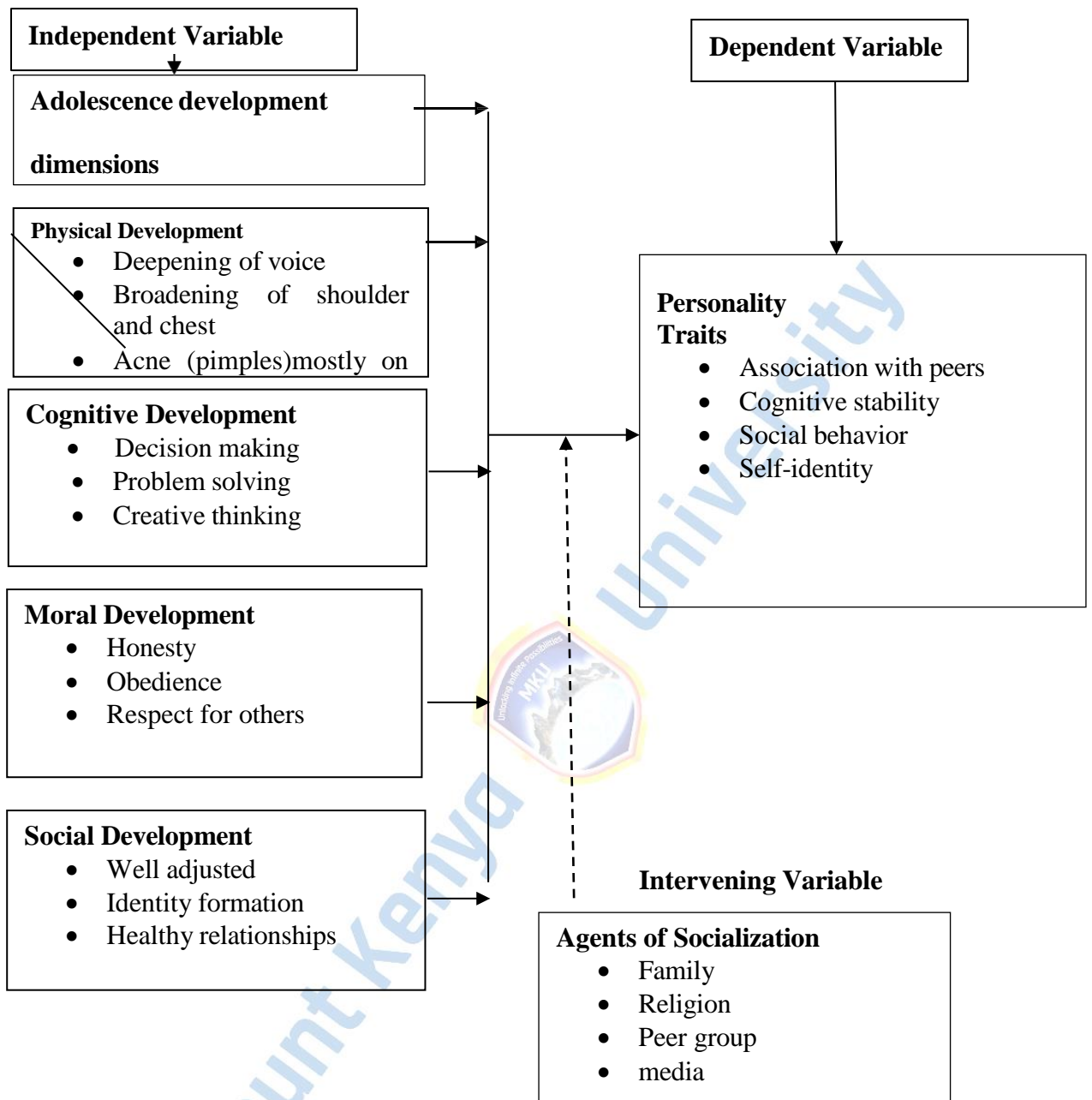
### **2.3 Conceptual Framework**

In this study, both dependent and independent variables was used. Adolescence development dimensions constituted the independent variable while personality trait

was the dependent variable while the intervening variable included the agents of socialization.



## Conceptual Framework



**Figure 2.1 Conceptual Framework**

According to the above figure, the independent variables comprise of different types of adolescence development dimensions. That is physical development and sexual maturation, cognitive, moral, social and emotional development. These changes are experienced by adolescents as they develop to adulthood. Adolescents who fail to achieve these developmental aspects portray emotional instability, unstable relationships, antisocial behavior and cognitive disturbance. This constitute of the

personality traits among adolescents. If no measure is taken, poor achievement of adolescents' developmental aspects may affect personality of an adolescent. Parenting styles may intervene in personality development where a positive parenting style results in to an individual with an adjusted personality whereas a negative parenting style leads to personality traits.

#### **2.4 Research Gaps**

A lot of literature has been put down on personality disorder among adolescents. In 2013, Aalto, Marttunen, Tuulio, Poikolainen and Lonnqvist (2002) from the University of Johannesburg carried out a study concerning the perception of teachers on pupil's personality problem in South Africa primary schools. The researchers applied surveys designs where 32 primary schools were sampled. Data collection heavily relied on questionnaires for some participants and interviews for others. According to the study maladjusted pupils were unsocial, unhappy, depressed, and nervous and were withdrawn from peers. The study recommended that implementation of teachers' intervention strategy would be more successful in correcting personality disorders.

Graber (2013) conducted a study at Babes Bolyal University in Romania in 2012 on adolescence social adjustment in schools. This qualitative study used parents and adolescents as the participants who were interviewed. The study found that socially maladjusted pupils were affected in their performance, and they found it difficult to solve aspects in educational aspects. This study recommended that parents should be partners with the school to make educative environment conducive.

A related study was conducted by Kuppens, Allen and Sheeber (2010) in University of Leuven on emotional inertia and psychological disorders. The study objectives were;

to assess the relationship between emotional inertia and psychological maladjustment, investigate causes of psychological disorders and to examine the effects of psychological maladjustment on the society. The researchers used a method of video recording and interviewing the parents and adolescents who were the respondents to the study to collect the required data. The study result was that individuals with fewer positive emotions portrayed high personality traits. Such people found it difficult to adjust in social setting. The study recommended that parents are supposed to focus on the areas that lead to psychological maladjustment in their children to enable them to adjust psychologically.

A study was carried out by John Pamela & peter (2015) on the personality type's influence on behavior from the University of Science & technology Bondo Kenya. The goal of the research was to assess the association between problematic behavior and personality type among students in day secondary schools in Kisii County using a correlation survey design. The respondents included the principals, teachers, parents and form three students of age bracket 14- 18 years in Kisii County, while the primary data collection method was interviews and questionnaires. It was grounded on Eysencks theory of personality development. The study findings showed that learners with extrovert personality behavior had problems with their behavior and were unstable. In contrast, those with introverted personalities were stable and did not portray behavior problems.

The study recommended that HODs for guidance and counseling department should assist students in assessing their personality and self-regulation of behavior. None of those studies addressed personality traits among adolescents specifically in form two and form three which is the peak for adolescence age. No study has been carried out

considering boys only. This study intends to fill in these gaps and extend the existing knowledge on maladjustment among adolescents.

## **2.5 Summary of Literature Review**

Personality emerges as early as birth continues to develop throughout one's life. Those with poor personality adjustment portray unacceptable behavior. Adolescence development dimensions' aspects contribute to development of human behavior. They experience physical, cognitive, moral and social development. Two theories; Havighust's development task theory by Robert Havighust and psycho social theory by Erik Erickson guided this study. They include; physical, cognitive, moral social and emotional. Adolescents are at a psychosocial stage known as 'identity versus role confusion' also referred to as a stage of 'identity crises. Societal demands are imposed on adolescents to prepare them to enter adult life. Adolescents who are not able to establish their identity (role confused) usually have difficulties in forming future relationships. Individuals who strike a balance between their identity and role confusion during adolescence can resolve crises for future psychosocial stages.

Adolescence is a stage of rapid growth. People living around adolescents should be able to apprehend the behavior and personality of adolescents to understand them. Adolescents can be assisted by professional counselors who help adolescents establish a positive behavioral and train them to cope with their emotions and how to relate with peers and Adults.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The following subsections will be discussed in this section of the paper; research methodology and design, where the study took place, the participants utilized, and the sample size determination. The section will also include the procedures used for sampling and data collection, the instruments for the research, and the piloting of research instruments. Moreover, the researcher will test for validity, reliability, dependability and credibility. Lastly, the investigator will conduct a data analysis procedure and ethical consideration.

#### **3.1 Research Methodology**

Mixed method approach was used to collect, analyze, and integrate qualitative and quantitative research. The approach provided an improved and deeper comprehension of the research problem as compared to using one approach (Creswell & Creswell, 2017). Qualitative data that consisted of open-ended information gathered through interviews schedules was put into categories of information and an idea gathered during data collection was presented. This research used comprehensive information which is in depth to explain the variables under study. Quantitative data that constituted close-ended information collected through questionnaires and this type of data was analyzed statistically by mixing qualitative and quantitative research. The quantitative methodology allowed the researcher to measure and analyze data using statistics researcher gained both depth and breadth of understanding and overcome the weakness of using each approach by itself.

### **3.2 Research Design**

The use of the mixed-method research informed the employment of concurrent triangulation research design. The design allowed both quantitative and qualitative data to be collected concurrently. The design is also known for its complementarity for the involved two nature of data as qualitative and quantitative. The weaknesses associated with one nature of data was offset by the other's strengths (Pardede, 2019). The analysis of the findings from quantitative and qualitative data was conducted separately but during interpretation of the findings mixing took place. The concurrent triangulation design was favored for use since the design is able to fully exploit the findings from a singular study. The information provided by a single study.

The independent variables for the study were the types of developmental aspects which include physical, cognitive, moral and social development. The dependent variable was personality traits of learners. This was used to describe individuals who face unconscious conflicts that make them deviate in traits and are not able to react satisfactorily to the demands of the environment.

### **3.3 Location of the Study**

This study's location was Kirinyaga East Sub-County geographical location within Kirinyaga County, Kenya. Kirinyaga County is one of the counties in the former Central Province of Kenya. The region is commonly referred to as Mount Kenya region. The county is headquartered at Kerugoya. The 2019 Kenya national census showed that the County boasts of a population of about 610,411 and occupies a land mass of 1,478.1 km<sup>2</sup>. The county borders Machaon County, Embu County, Murang'a County and Nyeri County. Kirinyaga County is divided into 5 sub counties, namely; Kirinyaga West, Kirinyaga East, Mwea East, Kirinyaga Central and Mwea West.

The current study was conducted in Kirinyaga East sub-county. In this sub-county, boys at adolescence stage portray social withdrawal, unstable relationships with peers cognitive disturbance, antisocial behavior and lack of social identity. The choice of adolescents in the selected location was directed by a report by Naomi and James (2017) that in central region most of the individuals in rehabilitation centers are at adolescence. Wamumu rehabilitation center is in this county where majority of its victims are boys at adolescence stage.

### 3.4 Target Population

The Kirinyaga East Sub County has 34 public day secondary schools distributed in the six zones as shown in Table 1.

**Table 1 Number of Schools per Zone**

Zones	Number of schools
1. Baragwi	7
2. Kabare	5
3. Karumandi	8
4. Kirima	6
5. Ngariama	3
6. Njukini	5
<b>Total</b>	<b>34</b>

The target population was 2524 subjects comprising of form masters/mistresses (136), form class teachers (136 distributed across the forms), HODs of Guidance & Counseling department (68), form 2 students (1173), and form 3 students (1011). There was a total of 34 public day secondary schools that were used to generate the sample populated in the selected geographical area. According to Karen and Pamela 2014, age

15- 17 is the peak of adolescence development dimensions. Majority of form two and three boys belong to this age bracket. Form one boys were not involved in the study since majority of them are still in early adolescence and their changes are not at peak. Form four boys were also left out since majority were in late adolescence (18-24 years) where most developmental aspects have already been achieved. This makes the population relevant to the study.

**Table 2 Target Population**

Categories	Target Population
Form masters	136
Class teachers	136
Head of Departments (G&C)	68
Form two students	1173
Form three students	1011
<b>Total</b>	<b>2524</b>

### 3.5 Sampling Procedures and Sample Size

#### 3.5.1 Sample Size

The study calculated sample size using Yamen formula.

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

Where:

n represented the size of the sample to be used

N represented the target populace =2524

e represents the precision error

Based on the representations above, the following calculation determines the sample

size:

$$n = \frac{2524}{1 + 2524(0.05)^2}$$

$$n = 345$$

Therefore, the desired sample size for this study was 345 respondents.

### 3.5.2 Sampling Procedure

The study adopted multistage sampling where the schools were stratified by the researcher into 6 strata where every stratum was representing each of the 6 zones in the sub-county selected. From each stratum the researcher then picked proportionately the secondary schools.

Stratified and simple random selection was used in selection of schools that participated in the study. A list of all school numbers was made. The pieces of paper were placed in a basket with the names of the schools, which was carefully mixed to ensure that each institution has an equal chance of being chosen. After mixing, representative samples were chosen by taking a piece of paper from the basket and writing the name of the school on it.

Further, from each school selected stratified sampling was applied to come up with 5 strata; 1<sup>st</sup> strata representing for ms masters or mistresses, 2<sup>nd</sup> strata representing class teachers, 3<sup>rd</sup> strata representing HODs in Guidance & Counseling department 4<sup>th</sup> strata representing form 2 and 5<sup>th</sup> strata representing 3 students. The researcher relied on purposive sampling to pick 19 form masters or mistresses, 19 class teachers and 9 HODs for guidance and counseling department each stratum. Purposive

sampling was utilized to sample form 2 and 3 boys. Further simple random sampling was applied to select 160 Form 2s and 138 Form 3 boys from each stratum.

**Table 3 Sample Size**

<b>Categories</b>	<b>Target Population</b>	<b>Sample size</b>	<b>Sampling procedure</b>
Form masters	136	19	Purposive sampling
Class teachers	136	19	Purposive sampling
HODs (G&C)	68	9	Purposive sampling
Form two students	1173	160	Simple random sampling
Form three students	1011	138	Simple random sampling
<b>Totals</b>	<b>2524</b>	<b>345</b>	

### **3.6 Research Instruments**

Questionnaires and informant interview guides were employed in the collection of the required data. Questionnaires were administered to HODs for guidance and counseling and the sampled form 2 and 3 boys. Interview schedules were used to interview form 2 and 3 class teachers and form masters/mistresses.

#### **3.6.1 Questionnaire for Heads of Guidance and Counseling Department**

The questionnaire constituted close ended as well as open-ended items. The questionnaires were given to HODs for guidance and counseling department. They stated the common adolescence physical changes, the level of cognitive maturation, morality achievement level and social development of form 2 and 3 boys in their respective schools. They also gave characteristics of learners with personality traits, the relationship between adolescence development dimensional aspects and personality traits and their recommendations on learners who poorly achieve developmental aspects.

### **3.6.2 Questionnaire for Students**

In this study, questionnaires were administered to form 2 and 3 boys. They were required to give their opinion on the physical, cognitive, moral and social changes in young males during their adolescence and gave their view on the relationship between adolescence development dimensional aspects and personality traits behavior among adolescents. The questions consisted of both close ended and open-ended items. Objective responses were measured by close ended questions while subjective responses were measured by open ended questions.

### **3.6.3 Key Informant Interview Schedule for Class Teachers**

Willis (2015) states that an interview schedule produces detailed data and useful non-verbal information unlike questionnaires. This interview schedule was characterized by both open and closed questions. They were used for form 2 and 3 class teachers. This interview schedule required the class teachers to give the information on why some boys delay achieving some developmental aspects during adolescence age and some of the ways that these adolescents can be assisted to fit well in the society.

### **3.6.4 Informant Interview Schedule for Form Masters**

This interview schedule was characterized by both open and closed questions. It was used for form 2 and 3 form masters/mistresses. The interview schedule required form masters/mistresses to give information on adolescence physical, cognitive, moral, social development, and the relationship between adolescence development dimensional aspects and personality traits. They were also required to state the personality maladjusted behavior portrayed by adolescents who poorly achieve adolescents' developmental aspects.

### **3.7 Piloting of Research Instruments**

Piloting for research instruments was done by the researcher administering 35 questionnaires to different respondents in 4 public day secondary schools located in Kirinyaga central sub county. This sub county was not part of the sampled area though it was in the same county (Kirinyaga). Respondents from this sub county could be having similar similar experiences to the sampled sub county. Piloting was carried out to ensure that there was reliability of the research instruments. The researcher used 2 masters/mistresses, 2 class teachers, 1 teacher in Guidance & Counseling department and 24 form 2 and 3 boys. The respondents who participated in the piloting constituted 10% of the overall size of the sample. Information from the piloted instruments was used to measure the consistency. Information from the piloted research instruments enabled the researcher to revisit the document and make adjustment to certain items appropriately.

#### **3.7.1 Validity of the Research Instruments**

Clark and Watson (2016), emphasize that a test to show that a measure reflects what was intended to be measured. There were two ways in which validity was established. Content validity was there, where the researcher wanted to ensure that important aspects of both variables are captured in the content. The researcher ensured that instrument contained the component of the two variables that the researcher intended to measure. Questions expressing all the ideas concerning ADT were asked in the questionnaires. A response about impact of poor achievement of DT among learners was validated by correlating with the teachers' and principals' responses on the characteristics of learners who have poorly achieved ADT. The researcher ensured that construct validity was there by ensuring that there was a series of knowledge in related studies. The measure tested the impact of adolescence development dimensional aspects on personality traits.

This was examined to ensure that they were in accordance with the theoretical expectations.

### **3.7.2 Reliability of the Research Instruments**

The researcher also conducted a pilot study to ensure the reliability of the research instruments. To test internal consistency reliability of the research instruments, Cronbach's alpha value was used. The range of the Cronbach's alpha value is from 0 to 1. The higher the value, the greater the reliability. When the Alpha coefficient is below 0.60, it is not acceptable while 0.60- 0.65 is considered undesirable. A range between 0.65 - 0.70 would be slightly acceptable while 0.70 - 0.80 is considered respectable. A coefficient that is between 0.80 and 0.90 is regarded as very good while above 0.90 represents a perfect score. However, in this study a Cronbach's alpha value of  $\alpha = 0.70$  from the pilot data of the research instruments was considered sufficient for internal consistency in the items of the instruments. Therefore, the research instruments reliable for data collection.

### **3.7.3 Trustworthiness in Qualitative Data**

The trustworthiness of qualitative data was achieved by examining if the collected data are credible, transferable, confirmable, and dependable. Credibility refers to confidentiality of qualitative researcher that the research study's findings are true in establishing trustworthiness. In the study, triangulation, transferability, conformability and dependability was used to show how credible research study's findings are. Transferability is how a researcher carrying out qualitative study clearly showed that the study findings can be applied to different contexts, situations and circumstances.

Confirm-ability showed how neutral the research study's findings are. The findings from this study were proportionate in degree to the participants' responses and not any

bias or personal interests of the researcher. This involves ensuring that the bias of the researcher does not interfere with the interpretation of the research participants' response. To establish conformability, an audit trail was provided by the researcher to highlight all the steps that were integral for the data analysis process. This provided a rationale for the decisions made. Dependability is the extent to which the research findings would be consistent if the study would be carried out by different researchers. That is, if a researcher wanted to carry out a replication of the study, they need adequate information from your previous research and get similar study findings as your study did. Inquiry audit was used by the researcher to ensure dependability. A person outside the study was required to examine the whole research process and data analysis procedure. This was done to ensure the consistency of the study findings and that they could be repeated. Triangulation was utilized in the study. Principals, form masters/mistresses, HODs (G&C), class teachers and form two and three students were sampled.

### **3.8 Data Collection Procedures**

The researcher personally visited the sampled schools to form a relationship of mutual trust with respondents and to familiarize herself with them. In the second time, the researcher visited the schools and interviewed the form masters, class teachers. This activity was carried out in all the sampled schools. Questionnaires were administered to the teachers in the Guidance and Counseling department and students. The researcher briefly explained to them the concept of adolescence development dimensional aspects. The researcher then gave them guidelines on the way to respond to questionnaires. Form two and three students was guided and given guidelines on how to respond to the questionnaires. The questionnaires were picked from the teachers and students by the researcher.

### **3.9 Data Analysis Procedure**

Data gathered from the field was analyzed so as to make inferences and deductions. After data collection, classification was done, categorized and analysis was done in accordance to the study objectives. Both qualitative and quantitative data analysis techniques were used.

#### **3.9.1 Qualitative Data Analysis**

Analyzing of the collected data begun during the fieldwork and continued until the end of the research work. This involved data editing process, coding of information, classification, and calculation and using percentages to come up with main themes and sub-themes. All the recorded materials were read the first and the second time to ensure that the deeper meaning was understood and to comprehend different concepts and their relationship. Information collected through interview schedule was grouped into themes, the analysis was conducted through a thematic method, while the presentation was done as a narrative and reports.

#### **3.9.2 Quantitative Data Analysis**

The analysis of quantitative data relied on descriptive and inferential because the primary technique of collection was questionnaires. Additionally, the analysis was also conducted with the help of Statistical Package for Social Sciences version 23 (SPSS 23). The descriptive statistics included percentages, frequencies, standard deviation and mean. Multiple linear regressions were critical for inferential statistics to show how the independent and dependent variables relate. Multiple regression analysis results in three tables, including the model summary, regression ANOVA and coefficient table. The equation below shows the regression that was used:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon \dots\dots\dots\text{Equation 3.1}$$

Where;

Y represented personality traits

$\beta_0, \beta_1, \beta_2, \beta_3$  and  $\beta_4$  denotes the model coefficients

X1 represents physical development

X2 represents cognitive development

X3 represents moral development

X4 represents social development

$\epsilon$  represents estimate of Error

Under quantitative data analysis figures and tables were utilized for the illustration of the findings.

**Table 4 Summary of Data Analysis Techniques**

Objective	Analysis Method
To examine the influence adolescents' physical development on personality traits among boys in public day secondary schools in Kirinyaga East sub county	Descriptive statistics
	Regression Analysis and
	Correlation
	Thematic method
To assess the influence of adolescents' cognitive development on personality traits among boys in public day secondary schools in Kirinyaga East sub county	Descriptive statistics
	Regression Analysis and
	Correlation
	Thematic method
To evaluate the influence of adolescents' moral development on personality traits among boys in public day secondary schools in Kirinyaga East sub county	Descriptive statistics
	Regression Analysis and
	Correlation
	Thematic method
To examine the influence of adolescents' social development on personality traits among boys in public day secondary schools in Kirinyaga East sub	Descriptive statistics
	Regression Analysis and

### 3.9.3 Assumption of the Regression Model

Multiple linear regressions relies on particular assumptions that need confirmation before the model can be utilized. For instance, the models stipulates that the data used in the regression model is normally distributed. To check if study variable follow a normal distribution Kolmogorov-Smirnov and Shapiro-Wilk was used. This is in accordance with Creswell and Clark (2017) who indicated that the p value that was less than 0.05 of Kolmogorov- Smirnov is non-standard. Additionally if the value for Shapiro-Wilk is less than 0.05, it is an indication of non- normality. However, the scholars also note that when the p value increases above 0.05, there is a distribution of data. Multicollinearity assumes that independent variables are uncorrelated (Creswell & Poth, 2016). A tolerance that decreased below 0.2 or a VIF that is higher than 10 indicates severe Multicollinearity issues (Jiang& Land, 2015). Autocorrelation Test was conducted using Durbin-Watson statistic. The value of the Durbin- Watson statistic has a range between 0 and 4 (Lee, 2016). The assumption of linearity was examined to determine whether the linear relationship between the independent and dependent variables is linear. The total of the squared discrepancies between the straight line and the actual data points is significantly reduced in this model. The researcher tested each objective variable to determine whether the assumption is true. Value of linearity ought to fall below 0.05 while the deviation from linearity ought to be greater than p value ( $p > 0.05$ ).

### 3.10 Ethical Consideration

The America education research association (AERA, 2011) outline some ethics to be observed in the process of carrying out the study. These includes confidentiality of

participants and data protection of participants from harm and informed consent. The investigator was bound by specific ethical considerations throughout the research period, as echoed by the gatekeepers in the country. Consequently, research was screened for ethical issues by Mount Kenya University Ethics committee. The National Commission for Science, Technology and Innovation (NACOSTI) gave ethical clearance to the researcher, allowing her to conduct the research.

Respondent who voluntarily wanted to take part in the study was issued with an informed consent forms which were to be filled before being involved in the study. The researcher ensured that the process of filling informed consent forms was completed. This was after making the respondents to fully understand their involvement. Some of the things that were put clear by the researcher to the respondents include; the time of commitment, activities to engage in, areas where they were required to comment on, and if it was risky to participate in the research. The respondents were not forced or tricked to sign the informed consent form because that is significantly unethical. Therefore, respondents participated voluntarily. It was made clear by the researcher that at any point of the study they were free to withdraw.

Another ethical consideration the researcher emphasized throughout the study was the safeguarding of the respondents' identity. For example, the researcher disguised identities, maintained confidentiality, stored data securely, and controlled access to data. The researcher got consent from the respondents for the consequent use of the data for the research. Furthermore, once the analysis and reporting are completed, the researcher discarded all raw data. This principle is focused with the development of trusting interactions between researchers and study participants. By choosing to be a participant, the individuals demonstrated trust, and the researcher had the mandate to

protect them from harm as much as possible as a result of their participation in the research. The researcher attempted to acquire the participants' trust by engaging in an open and honest manner regarding potential dangers and burdens.

The researcher also gave assurance to the participants that the data they freely surrendered would remain confidential and that it would only be used as stipulated in the consent form. The participants were also made aware that the study findings would be used for academic purposes, and that they would not be shared without their approval and that of the investigator. This was meant to safeguard the trust exhibited by the participants on the researcher and to observe the ethical code of conduct on information gathered from the field. Pseudonyms were employed by the researcher to increase the confidentiality and enhance the privacy of the participants' information.

Respondents was requested to engage in the study voluntarily, and their ability to withdraw voluntarily was assured. The privacy of the respondents was protected, and they were asked not to write their names on the surveys. Respondents was asked not to sign or reveal their names in order to maintain their anonymity. The Department of Education in the selected sub-county was also consulted to give its permission for the research to be conducted in its schools. The principals also granted the researcher the required permission to interact with the students and use the needed resources for the study. The principals and instructors who engaged in the study were asked to provide written agreement to confirm their involvement. The investigator avoided including school names to ensure confidentiality and the privacy of the participants.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

The examination of the data collected from the participants was done through inferential and descriptive analysis, while the results are guided by the hypothesized relation in the conceptual framework. The primary assumptions for consideration in this chapter include validity, response rate, regression analysis, and reliability.

#### 4.2 Response Rate

Following a careful consideration of the population, 298 participants defined the sample, resulting in the distribution of a total of 298 questionnaires after the pilot testing. Consequently, 251 questionnaires were filled and returned, which translated to 84.2% response rate as depicted in Table 5. The response rate was acceptable to the researcher because as Kothari (2011) maintains, a 50% response rate is considered adequate, a 60% response rate is regarded as good, while that above 70% is considered fitting for analysis.

**Table 5 Response Rate**

	<b>F</b>	<b>%</b>
Responded	251	84.3
Non-responded	47	15.7
<b>Total</b>	<b>298</b>	<b>100</b>

#### 4.3 Demographic Characteristics of the Respondents

The population characteristics considered for the study included, age distribution, life skills lessons and the number of life skills lessons in order to avoid biasness in

the collection of data. Frequency and percentage were used to summarize the data, which were presented using figures and tables.

#### 4.3.1 Distribution of the Respondents by Age Bracket

The investigator also needed to determine the age brackets of the participants, and the results are displayed on Table 6 below.

**Table 6 Distribution of the Respondents by Age Bracket**

Age Bracket	f	%
14-15 years	51	20.3
15-16 years	133	52.9
16-17 years	67	26.7
<b>Total</b>	<b>251</b>	<b>100</b>

Table 6 showed that 51(20.3%) of the respondents were aged between 14- 15 years, 133(52.9%) of them were between 15- 16 years, and 67(26.7%) were either 16 or 17 years.

#### 4.3.2 Distribution of the Respondents by Life Skills Lessons

The respondents were asked whether they had life skills lessons. Table 7 depicts the results of the study.

**Table 7 Distribution of the Respondents by Life Skills Lessons**

Life Skills Lessons	f	%
Yes	199	79.3

No	52	20.7
<b>Total</b>	<b>251</b>	<b>100</b>

Table 7 shows that most of the participants who responded indicated that they possessed life skills lessons.

#### 4.3.3 Distribution of the Respondents by Number of life Skills lessons

The respondents were asked to reveal how many skills they had as indicated by the life skills lessons. Table 8 below has the results.

**Table 8 Distribution of the Respondents by Number of life Skills lessons**

Number of Skills	f	%
One	215	86.7
Two	36	14.3
<b>Total</b>	<b>251</b>	<b>100</b>

The study results in Table 8 show that more than three-quarters of the respondents 215(86.7%) indicated that they had one-life skill.

#### 4.3.4 Distribution of the Respondents by Gender of HOD (Guidance and Counseling)

The gender of the HODs (Guidance and Counseling) was also determined by the investigator, and the findings are displayed in Table 9 below.

**Table 9 Distribution of the Respondents by Gender of HOD (Guidance and Counseling)**

<b>Gender</b>	<b>f</b>	<b>%</b>
Male	3	33.3
Female	6	66.7
<b>Total</b>	<b>251</b>	<b>100</b>

The study results above showed that over half of HODs (Guidance and Counseling) 6(66.7%) were female.

#### **4.3.5 Distribution of the Respondents by Years as Guidance and Counselling Teacher**

The investigator also tried to find to assess the years the HODs (Guidance and Counseling) have been a guiding and counselling teacher. Table 10 depicts the results gathered during the investigation.

**Table 10 Distribution of the Respondents by Years as guidance and counselling teacher**

<b>Age Bracket</b>	<b>f</b>	<b>%</b>
1-3 years	1	11.1
4-6 years	4	44.4
7-9 years	3	33.4
Above 10 years	1	11.1
<b>Total</b>	<b>9</b>	<b>100</b>

Table 10 showed that 1(11.1%) of the HODs (Guidance and Counseling) have been a guiding and counselling teacher between 13 years, 4(44.4%) 4-6 between years, 3(33.4%) between 7-9 years and 1(11.1%) above 10 years.

#### 4.4 Influence Adolescents' Physical Development on Personality traits

The first objective was to examine the influence adolescents' physical development on personality traits. The investigator relied upon a 5-point Likert scale. SD symbolized strongly disagree, D symbolized disagree, UD symbolized undecided, A symbolized agree and SA symbolized strongly agree. In this study descriptive statistics used of mean, frequencies, percentage and standard deviation. The results are shown in Table 11 below.

**Table 11 Students Response on Physical Development**

Statements		SA	A	UD	D	SD	Mean	Sd
1. I have experience deepening of their voice which is different from what I usually have.	f	82	132	8	17	12	4.01	1.03
	%	32.7	52.6	3.2	6.8	4.8		
2. My shoulders have broadened unlike before.	f	69	143	10	16	13	3.95	1.02
	%	27.5	57	4	6.4	5.2		
3. My face has change because there are a lot of pimples lately	f	68	142	13	18	10	3.96	0.98
	%	27.1	56.6	5.2	7.2	4		
4. I have developed pubic hair	f	28	84	56	56	28	3.11	0.76
	%	11.1	33.4	22.2	22.2	11.1		
5. I have realized I have spurt growth	f	53	56	34	53	56	2.78	1.04
	%	21.1	22.2	13.4	21.1	22.2		
6. I have some strange odor	f	28	53	56	58	56	3.11	0.98
	%	11.1	21.2	22.2	23	22.5		

7. I have gained more muscle	f	46	56	59	45	46	2.78	1.02
	%	18.2	22.2	23.4	17.9	18.3		
8. I have some unique facial hair that I dont have	f	46	29	56	81	40	3.11	1.09
	%	18.3	11.5	22.2	32.1	15.9		
9. I have realized I weigh more	f	56	56	56	55	28	2.78	0.097
	%	22.3	22.2	22.4	22	11.1		
10. I experience wet dreams	f	31	59	56	80	25	3.11	1.87
	%	12.3	23.4	22.2	32	10.1		
11. I like making choices of the food I eat	f	28	56	84	56	28	2.78	0.75
	%	11.1	22.2	33.4	22.2	11.1		
<i>Total number of respondents (n=151)</i>							3.97	

Table 11 showed that 214 (85.3%) of the respondents approved and 29(11.6%) of the respondents disapproved of having experienced deepening of their voice which is different from what they usually have. Further, the findings revealed that in terms of means and standard deviation, most respondents had experienced a deepening of their voice, which is different from what they usually had (Mean, =4.01, Std. dev=1.03). This concurs with the study done by Foonget al. (2018) that stated that deepening of their voice is part of physical development.

Teacher 10, a male noted that:

*“Sometimes in the process of deepening the voice a crack may happen though it’s not a permanent condition, it always improve”.*

While 212(84.5%) agreed that they had broadened shoulders, 29 (11.6%) of the respondents could not agree. It is also crucial to note that based on the the means and standard deviation from the findings, their shoulders have broadened unlike before (Mean, = 3.95, Std. dev = 1.02). This resonates with the findings of a study conducted by Ruivo et al. (2017) that noted that there is usually broadening of shoulders in that stage. Teacher 12, a female noted that:

*“They really increase in size. They may not lookproportional since their legs and hands growfaster than the otherparts ofthe body”.*

Finally, while 210(83.7%) of the respondents agreed that their face has change because there are a lot of pimples lately, 28 (11.2%) of the respondents disagreed. Further the findings also demonstrated that in terms of means and standard deviation, their face has change because there are a lot of pimples lately. (Mean, =3.96, Std. dev=0.98). This is in line with the study done by Lloyd-Houldey (2017) that pointed out that their face has change because there are a lot ofpimples lately.

Teacher 13 a female noted that:

*“Majority ofteens have oily skin and they sweat a lot due to hormonal changes. They should be encouraged to wash theirfaces daily to keep away acne”*

Similar findings are reflected in all other constructs where the development of the identified physical elements was majorly agreed upon.

The objective assessment through the head of department questionnaire showed the results displayed in Table 12.

**Table 12 HODs Response on Physical Development**

		SD	D	N	A	SA	Mean	Stdv
1. Boys keep on visiting my office asking about their body changes like deepening of their voices.	F	1	3	2	2	1	3.11	1.02
	%	11.1	33.4	22.2	22.2	11.1		
2. Boys' shoulders develop and broadens, they feel like strong men with confidence	F	1	2	3	1	1	2.78	1.05
	%	11.1	22.2	33.4	11.1	11.1		
3. Boys visit my office with questions about the pimples on their faces and how they can solve the problem.	F	1	3	2	2	1	3.11	0.98
	%	11.1	33.4	22.2	22.1	11.1		
4. Boys look surprised when we mention pubic hair	F	1	3	2	2	1	3.11	1.02
	%	11.1	33.4	22.2	22.2	11.1		
5. Boys feel anxious when we discuss sex and wet dreams	F	1	2	3	1	1	2.78	1.05
	%	11.1	22.2	33.4	11.1	11.1		
6. Boys are keen on whether we notice any smell around them	F	1	3	2	2	1	3.11	0.98
	%	11.1	33.4	22.2	22.1	11.1		
7. Boys feel they are now mature when we notice hair on their faces(beards)	F	1	3	2	2	1	2.78	1.05
	%	11.1	33.4	22.2	22.2	11.1		

8. Boys show anxiety when they notice we know they have growth spurts	F	1	2	3	1	1	3.11	0.98
	%	11.1	22.2	33.4	11.1	11.1		
9. Boys want to show that they have developed conspicuous muscles	F	1	3	2	2	1	3.11	1.02
	%	11.1	33.4	22.2	22.1	11.1		
10. Boys portray games that show they are strong	F	1	3	2	2	1	3.11	1.02
	%	11.1	33.4	22.2	22.1	11.1		
11. Boys embrace physical tasks		1	3	2	2	1	3.11	1.02
		11.1	22.2	33.4	11.1	11.1		

Table 12 showed that while 4 (44.5%) of the respondents agreed that Boys go to the office seeking answers on their body changes such as having a deep voice, 3 (33.3%) of the respondents disagreed. Consequently, the study findings revealed that in terms of means and standard deviation, most Boys come to the office seeking answers on their body changes such as having a deep voice (Mean, =3.11, Std. dev=1.02). This resonates with a study by Fine (2018) that noted that boys usually break voice during this stage.

Also, 3 (33.3%) of the respondents agreed that Boys feel like strong men currently because their shoulders have broadened 2 (22.2%) of the respondents disagreed. Further the study findings showed in terms of means and standard deviation that boys were not aware their shoulders have broadened unlike before. (Mean, =2.78, Std. dev=1.05). This agrees with the study findings by Farber (2017) that noted that boys feel strong men currently because their shoulders have broadened.

Table also shows that (44.5%) of those who responded agreed that boys come to my office seeking advice on solving the problem of pimples in their faces but 3 (33.2%) of the respondents disagreed. Further the study findings showed in terms of means and standard deviation that are boys undecided to come to the office seeking advice on solving the problem of pimples in their faces. (Mean, =3.96, Std. dev=0.98). Throughout the table, the trends on the agreement with the physical development of the adolescents are evidently the majority of the head of department respondents. This concurs with the study done by Rahman et al. (2021) that stated that pimples are part of boys' development in adolescence.

#### 4.5 Influence Adolescents' Cognitive Development on Personality traits

The second specific objective was to examine the influence adolescents' cognitive development on personality traits. A 5-point Likert scale was also utilized in this case, where SD symbolized strongly disagree while D denoted disagree. UD symbolized those who were undecided, A symbolized those who agreed, and SA symbolized strongly agree. The results are depicted in Table 13.

**Table 1 Students Response on Cognitive Development**

Statements	SA	A	UD	D	SD	Mean	SD
1. Currently am making f	62	161	9	10	9	4.02	0.87
decision immediately without %	24.7	64.1	3.6	3.9	3.6		
thinking basing on friend's							
opinion							
f	65	154	11	11	10	4	0.91

2. It is hard to solve a problem alone because I always want to hear what my friends think of the problem	%	25.8	61.3	4.4	4.4	3.9		
3. I always come with new ideas to impress my friends	f	62	162	8	7	12	4.02	0.91
	%	24.7	64.5	3.2	2.8	4.8		
4. I always feel independent	f	65	154	11	11	10	4.03	0.97
	%	25.8	61.3	4.4	4.4	3.9		
5. I always want to do own decision making	f	62	162	8	7	12	4.1	0.91
	%	24.7	64.5	3.2	2.8	4.8		
6. People tells me I have become complicated in thinking	f	70	79	36	36	30	4.08	0.71
	%	27.8	31.3	14.4	14.4	12.1		
7. I have tried some risky behavior	f	62	162	8	7	12	4	0.91
	%	24.7	64.5	3.2	2.8	4.8		
8. My friends complain that I have mood swings	f	70	79	36	36	30	4.02	0.91
	%	27.8	31.3	14.4	14.4	12.1		
9. Sometimes I react on issues in a volatile manner	f	62	162	8	7	12	4.03	0.97
	%	24.7	64.5	3.2	2.8	4.8		

10. My seniors Judgement lapses	f	52	160	10	17	12	4.1	0.91
	%	20.7	63.7	4.0	6.8	4.8		
11. My family members say that I have changed my interactions	f	70	79	36	36	30	4.02	0.91
	%	27.8	31.3	14.4	14.4	12.1		

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*Total number of respondents (n=151)*

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Table 13 showed that while 223 (88.8%) agreed that currently they are making decision immediately without thinking basing on friend's opinion 19(7.6%) of them disagreed. Further the study findings showed in terms of means and standard deviation that currently they are making decision immediately without thinking basing on friend's opinion (Mean, =4.02, Std. dev=0.87). This agrees with the study done by Pillemer and Rothbard (2018) that indicated that currently they are making decision immediately without thinking basing on friend's opinion. Teacher 10 a male noted that:

*Different individuals at adolescence stage develop the ability to think in different diversities at different rates. With time, they are able to think independently without considering otherpeople's opinions. They start applying logic in academics and in their personal lives [Tr 10].*

Also, while 219 (87.3%) agreed with the account that it is hard to solve a problem alone because they always want to hear what my friends think of the problem, 21 (8.4%) disagreed. The study findings then revealed that in terms of means and standard deviation, it is hard to solve a problem alone because they always want to hear what my friends think of the problem (Mean, =4.00, Std. dev=0.91). This agrees with the study done by Maccoby (2017) that noted that it is hard to solve a problem alone because they always want to hear what my friends think of the problem. Teacher from school 11 said that:

*Adolescence is a stage where individuals develop thinking processes that are complex. They start thinking about abstract things and thinking creatively [Tr 11]*

Table 13 shows that although a majority, 224 (89.2%), agreed that they always come with new ideas to impress my friends, 19 (7.6%) disagreed. Consequently, the study findings affirmed that in terms of means and standard deviation, they always come up with new ideas to impress my friends (Mean, =4.02, Std. dev=0.91). This tallies with the study done by Decker and Van (2020) that stated that they always come with new ideas to impress my friends. Teacher 4, a female from school 10 noted that:

*Teenagers have the ability to think about social healthy relationship without concentrating so much on what their friends and peers have to say. They go through a great transition of their thinking. [Tr 10].*

Comparison to the other cognitive development of the boys, most of them regarded the statements which depict an influence of the development on personality traits as true.

The same objective was assessed through the data collected from the head of departments. The results are presented in Table 14.

**Table 14 HODs Response on Cognitive Development**

Statements		SA	A	UD	D	SD	Mean	Sd
1. The boys make rash decision without thinking which sometimes lead them to troubles	f	3	2	1	2	1	3.44	0.89
	%	33.3	22.2	11.1	22.2	11.1		
2. The boys cannot solve simple problems on their own and always come for advice	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.3	22.2	11.1	11.1		
3. The boys always try to come up with new ideas to impress their friends	f	1	1	3	2	2	2.67	0.9
	%	11.1	11.1	33.3	22.2	22.2		
4. The boys tend to make independent decisions without consulting	f	3	2	1	2	1	3.44	0.89
	%	33.3	22.2	11.1	22.2	11.1		
5. The boys want to do own decision making	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.4	22.2	11.1	3.9		
	f	1	1	3	2	2	2.67	0.9

6. Boys have become complicated in thinking	%	11.1	11.1	33.3	22.2	22.2		
7. The boys have reported some risky behavior	f	3	2	2	1	1	3.44	0.89
	%	33.3	22.2	22.2	11.1	11.1		
8. The boys' peers complain that some have mood swings	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.4	22.2	11.1	3.9		
9. Some boys react on issues in a volatile manner	f	1	1	3	2	2	2.67	0.9
	%	11.1	11.1	33.3	22.2	22.2		
10. The boys have judgement lapses over issues	f	2	3	2	2	0	3.44	0.98
	%	22.2	33.3	22.2	22.2	0.0		
11. The boys' family members complain that they have mood swings	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.4	22.2	11.1	3.9		

Table 14 shows that while less than half, 3(33.3%), of those who responded strongly agreed that boys make rash decision without thinking which sometimes led them to troubles, an even lesser number, 3(22.2%), disagreed. Consequently, the findings of the study affirmed that in terms of means and standard deviation, currently they are making decision immediately without thinking basing on friend's opinion (Mean, =3.44, Std. dev=0.89). This tallies with the study by Black (2022) that

noted that boys make rash decision without thinking which sometimes led them to troubles.

Also, 5(55.6%) of the respondents agreed and 2(22.2%) of the respondents disagreed with the statement that boys cannot solve simple problems on their own and always come for advice. Further the study findings showed in terms of means and standard deviation that boys cannot solve simple problems on their own and always come for advice (Mean, =3.44, Std. dev=0.98). This concurs with study done by Cline and Fay (2020) that boys cannot solve simple problems on their own and always come for advice Table 14 also shows that 2(22.2%) of the respondents agreed and 4(44.4%) of the respondents disagreed that boys always try to come up with new ideas to impress their friends. Further the study findings showed in terms of means and standard deviation that they always not come with new ideas to impress my friends (Mean, =4.02, Std. dev=0.91). This concurs with the study done by Fine (2017) that noted that boys always try to come up with new ideas to impress their friends. Similarly, trends are shown in the statements regarding making independent decisions, becoming complicated in thinking, reporting some risky behavior, incidences of mood swings, reacting on issues in a volatile manner and having judgement lapses over issues.

#### **4.6 Influence Adolescents' Moral Development on Personality traits**

The third specific objective of the study was to examine the influence adolescents' moral development on personality traits. Similarly, the investigator employed a 5-point Likert scale as shown above and the results are evident in Table 15 below.

**Table 15 Students Response on Moral Development**

Statements	SA	A	UD	D	SD	Mean	Sd
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1. It has been hard to be honest on what I say because I want to impress my opposite sex	f	43	185	14	5	4	4.03	0.67
	%	17.1	73.7	5.6	1.9	1.6		
2. I try to be obedient on what I do to avoid getting into troubles	f	43	191	5	6	6	4.03	0.71
	%	17.1	76.1	1.9	2.4	2.4		
3. I sometime lack respect for others because of the ego inside me	f	42	178	16	7	8	3.95	0.79
	%	16.7	70.9	6.4	2.8	3.2		
4. I am able to tell what is unfair for during a play	f	62	162	8	7	12	4.02	0.91
	%	24.7	64.5	3.2	2.8	4.8		
5. I positively criticize any mistreatment from anyone	f	65	154	11	11	10	4.03	0.97
	%	25.8	61.3	4.4	4.4	3.9		
6. I can comfortably control anger when someone wrongs me	f	62	162	8	7	12	4.1	0.91
	%	24.7	64.5	3.2	2.8	4.8		
7. I have had cases where my friends baited me during a play, and I contained it	f	70	79	36	36	30	4.08	0.71
	%	27.8	31.3	14.4	14.4	12.1		

8. I understand myself in relation with others regarding age	f	62	162	8	7	12	4	0.91
	%	24.7	64.5	3.2	2.8	4.8		
9. I feel that I make priority decision to be a good person	f	62	162	8	7	12	4.02	0.91
	%	24.7	64.5	3.2	2.8	4.8		
10. I work hard to make sure that I understand myself	f	65	154	11	11	10	4.03	0.97
	%	25.8	61.3	4.4	4.4	3.9		
11. I feel that I always seek to know how other are feeling about me	f	62	162	8	7	12	4.1	0.91
	%	24.7	64.5	3.2	2.8	4.8		
12. I know to easily make friends	f	70	79	36	36	30	4.08	0.71
	%	27.8	31.3	14.4	14.4	12.1		


Table 15 showed that although a little over half, 138 (54.9%), agreed that it has been hard to be honesty on what they say because they want to impress my opposite sex, 9 (3.6%) of them disagreed. Additionally, the study findings reveals that in terms of means and standard deviation, it has been hard to be honesty on what they say because they want to impress my opposite sex (Mean, =4.03, Std. dev=0.67). This is in agreement with the study done by Bragg et al. (2020) that stated that it has been hard

to be honesty on what they say because they want to impress my opposite sex. Teacher 10, a male noted that:

*In early adolescence, peer pressure is at peak. The influence if the peers is so great.*

*At this stage friends play a big role in the lives of adolescents, peers. [Tr 10].*

Also, 234(93.2%) of the respondents agreed and 12(4.8%) of the respondents disagreed that they try to be obedient on what they do to avoid getting into troubles. Further the study findings showed in terms of means and standard deviation that they try to be obedient on what they do to avoid getting into troubles (Mean, =4.03 Std. dev=0.71). This finding agrees with a study done by Becker (2019) that noted they try to be obedient on what they do to avoid getting into troubles. Teacher 11 a female noted that:



*Most adolescents are obedient to authorities to avoid punishments, unpleasant rewards or troubles which comes with disobedience. They are able to assess a situation that may bring trouble to them and avoid it at all cost. [Tr 11]*

The Table also shows that over three quarters of the respondents, 210 (83.7%), agreed that they sometime lack respect for others because of the ego inside me, but 15 (5.9%) of then refuted. Further the study findings showed in terms of means and standard deviation that they sometime lack respect for others because of the ego inside me (Mean, =3.95, Std. dev=0.79). This agrees with the study done by Obiero (2018) that stated that they sometime lack respect for others because of the ego inside me. Teacher 1 a female from school 13 noted;

*Some individuals at adolescence stage might have difficult experiences in life that may tamper with their moral uprightness. Some go through traumas that make them overthink and get depressed. Socializing agents also might interfere with their morality and lead them to engage in immoral behavior. [Tr 13].*

The findings show positive trends on agreement with the other statements that describes other moral development issues among the adolescents. They include, the boys being unfair for during a play, having positive criticism for one another, controlling anger, relating to their peers, minding being described as a good person, easily making friends as well as being sympathetic with others.

**Table 16 HODs Response on Moral Development**

Statements		SA	A	UD	D	SD	Mean	Sd
1. During this stage boys lies in many things with aim of impressing their opposite sex	f	3	1	2	2	1	3.33	0.65
	%	33.4	11.1	22.2	22.2	11.1		
2. Being obedient at this stage is difficult for boys because they are under peer pressure	f	2	2	2	2	1	3.22	0.72
	%	22.2	22.2	22.2	22.2	11.2		
3. Boys at this stage lack respect for others because they ego of being a man	f	1	2	3	2	1	3.33	0.79
	%	11.1	22.2	33.4	22.2	11.1		
	f	2	3	2	1	1	3.44	0.98

4. Boys positively criticize any mistreatment from anyone	%	22.2	33.4	22.2	11.1	3.9		
5. Boys comfortably control anger when someone wrongs me	f	1	1	3	2	2	2.67	0.9
	%	11.1	11.1	33.3	22.2	22.2		
6. Boys have had cases where their friends baited them during a play and they contained it	f	3	2	2	1	1	3.44	0.89
	%	33.3	22.2	22.2	11.1	11.1		
7. Boys positively criticize any mistreatment from anyone	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.4	22.2	11.1	3.9		
8. Boys feel that they make priority decision to be a good person	f	2	3	2	1	1	3.44	0.98
	%	22.2	33.4	22.2	11.1	3.9		
9. Boys work hard to make sure that they understand themselves	f	1	1	3	2	2	2.67	0.9
	%	11.1	11.1	33.3	22.2	22.2		
10. Boys feel that they always seek to know how others are feeling about them	f	3	2	2	1	1	3.44	0.89
	%	33.3	22.2	22.2	11.1	11.1		

11. Boys know how to easily	f	2	3	2	1	1	3.44	0.98
make friends	%	22.2	33.4	22.2	11.1	3.9		

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Table 16 indicated that 4 (44.5%) of the sample agreed that this stage boy lies in many things with aim of impressing their opposite sex, but 3 (33.3%) of the respondents disagreed. Further, the study findings showed in terms of means and standard deviation that it this stage boy are not sure they lie in many things with aim of impressing their opposite sex (Mean, =3.33, Std. dev=0.65). This agrees with the study done by Daly and Wilson (2022) that noted that that it this stage boy are not sure they lie in many things with aim of impressing their opposite sex.

Also, 234 (93.2%) agreed while 12 (4.8%) of the respondents disagreed that they try to be obedient on what they do to avoid getting into troubles. Consequently, the study findings depicts, in terms of means and standard deviation, that they try to be obedient on what they do to avoid getting into troubles (Mean, =4.03 Std. dev=0.71). This is in line with the study done by Granovetter (2018) that noted that they try to be obedient on what they do to avoid getting into troubles Table 16 shows that 3(33.3%) of the respondents agreed and 3(33.3%) of the respondents disagreed that boys at this stage lack respect for others because they ego of being a man. Further the study findings showed in terms of means and standard deviation that they sometime lack respect for others because of the ego inside me (Mean, =3.33, Std. dev=0.79). This concurs with the study done by Jones (2018) that noted that boys at this stage lack respect for others because they ego of being a man.

The results reflect the majority of the HODs agreeing with the evident moral development elements among the boys. The boys exhibited criticizing any mistreatment, controlling anger, having priority on issues, understanding self, making friend and even being empathetic.

#### 4.7 Influence Adolescents' Social Development on Personality traits

The fourth-specific objective of the study was to examine the influence adolescents' social development on personality traits. A 5-point Likert scale was also and the results were as presented in Table 17.

**Table 2 Students Response on Social Development**

Statements		SA	A	UD	D	SD	Mean	Stdv
1. It is easy for me to adjust to certain group where I feel comfortable being with them	f	26	197	15	8	5	3.92	0.68
	%	10.4	78.5	5.9	3.2	1.9		
2. Have identify myself with my peers and see others differently	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
3. I just disclose my healthy information's to closely related friends	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
	f	27	181	9	21	13	3.85	

4. I feel my peers have become more important than my family members	%	10.8	72.1	3.6	8.4	5.2		
5. My friendship focuses on shared activities	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		
6. My friendship activities focus on intimate thoughts and feelings	f	26	197	15	8	5	3.92	0.68
	%	10.4	78.5	5.9	3.2	1.9		
7. I tend to seek more peer relationships than family ones	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
8. I have shared values and perception through connotation of images	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
9. I tend to have quick but short-term opposite sex relationships	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		
10. I have tried to experiment sexual advances with girls	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
	f	22	207	5	8	9	3.89	0.74

11. I have shared likes and dislikes through connotation of images

%	8.8	82.5	1.9	3.2	3.6
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Table 17 showed that 213 (84.8%) agreed while 13(5.2%) disagreed that it is easy for them to adjust to certain group where they feel comfortable being with them. In addition, the study findings affirms that in terms of means and standard deviation, it is easy for them to adjust to certain group where they feel comfortable being with them (Mean, =3.92, Std. dev=0.68). This coincides with the study done by Hall (2020) that noted that it is easy for them to adjust to certain group where they feel comfortable being with them. Teacher 10 a male noted that:

*Family members are the greatest influencers of values and attitudes since they are the first agents of socialization. Adolescents may behave differently depending on their first agent of socialization. [Tr 10]*

Also, 206 (82.1%) approved while 34 (13.5%) disapproved the statement that they have identified themselves with their peers and see others differently. Moreover, the study findings reveals that in terms of means and standard deviation, they have identified themselves with their peers and see others differently (Mean, =3.74, Stddev=0.94). This concurs with the study findings of Adachi et al. (2018) that noted that they have identified themselves with their peers and see others differently. Teacher 11 noted that:

*An integral part is played by Peer groups during adolescence. There is so much time spent with peers unlike other people. This means that if most of the peer activities are*

*not supervised by adults, they may influence each other negatively especially if they are interacting with peers of the opposite gender. [tr 11]*

Finally, while 229 (91.3%) of the surveyed agreed that they just disclose their healthy information's to closely related friends, 17 (6.8%) disagreed. As shown, the study findings affirms that in terms of means and standard deviation, they just disclose their healthy information's to closely related friends (Mean, =3.89, Std. dev=0.734). This concurs with the study findings by Kingsley Westerman et al. (2022) that stated that they just disclose their healthy information's to closely related friends. Teacher 13 from school 5 noted that:

*Peer groups can positively influence an individual to develop good social skills like sharing. Peers can also encourage their fellow peer who is in difficult times and also give each other academic motivation. Sadly, peers can also influence each other negatively leading to unpleasant activities like sexual immorality and abuse of drugs. [Tr 13].*

The findings reflect similar trends for the rest of the statements that depicts social development among the boys. The boys showed development in associating with the peers more than the family members, having friends based on shared activities, shared values and perceptions, connotation things with images, short-term opposite sex relationships among others (Ladd et al., 2016).

The study further assessed the social development through the collection of quantitative data from the HODs using questionnaires. The item related data on statements regarding

social development among boys in the schools were analyzed and presented using Table 18.

**Table 18 HODs Response on Social Development**

Statements		SA	A	UD	D	SD	Mean	Sd
1. It is not easy for the boys to adjust to certain social group because they lack self-identity	f	4	2	1	1	1	3.78	0.65
	%	44.4	22.3	11.1	11.1	11.1		
2. The boys sometimes identify themselves to a social group due to peers' pressure	f	3	3	1	1	1	3.67	0.94
	%	33.3	33.3	11.1	11.1	11.1		
3. The boys most faces unhealthy relationships because it due to the pressure of others	f	2	3	2	1	1	3.44	0.74
	%	22.2	33.3	22.2	11.1	11.1		
4. The boys' friendships focus on shared activities	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		
5. The boys' friendship activities focus on intimate thoughts and feelings	f	26	197	15	8	5	3.92	0.68
	%	10.4	78.5	5.9	3.2	1.9		

6. The boys tend to seek more peer relationships than family ones	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
7. The boys have shared values and perception through connotation of images	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
8. The boys tend to have quick but short-term opposite sex relationships	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		
9. The boys have tried to experiment sexual advances with girls	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
10. The boys have shared likes and dislikes through connotation of images	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
11. The boys' friendships period is determined by their own feelings	f	26	197	15	8	5	3.92	
	%	10.4	78.5	5.9	3.2	1.9		

Table 18 shows that 6(84.8%) of the respondents agreed and 13(5.2%) of the respondents disagreed that it is not easy for the boys to adjust to certain social group

because they lack self-identity. Further the study findings showed in terms of means and standard deviation that it is not easy for the boys to adjust to certain social group because they lack self- identity (Mean, =3.78, Std. dev=0.65). This agrees with the study done by Waite-Jones and Rodriguez (2022) that noted that it is not easy for the boys to adjust to certain social group because they lack self-identity.

Also, 6(66.6%) of the respondents agreed and 2(22.2%) of the respondents disagreed that the boys sometimes identify themselves to a social group due to peers' pressure (Mean, =3.74, Std. dev=0.94). This agrees with the study done by Goodyear et al. (2018) that noted that boys sometimes identify themselves to a social group due to peers' pressure.

Table 18 also shows that 5(55.5%) of the respondents agreed and 2(22.2%) of the respondents disagreed that the boys most faces unhealthy relationships because it due to the pressure of others. Further the study findings showed in terms of means and standard deviation that the boys most face unhealthy relationships because it due to the pressure of others (Mean, =3.89, Std. dev=0.734). This concurs with the study done by Sontag (2018) that noted that the boys most face unhealthy relationships because it due to the pressure of others.

Other associated social development descriptions included “My friendship focuses on shared activities” (mean=3.92), “My friendship activities focus on intimate thoughts and feelings” (mean =3.92), “I tend to seek more peer relationships than family ones” (mean = 3.74), “I have shared values and perception through connotation of images” (mean = 3.89), “I tend to have quick but short-term opposite sex relationships” (mean = 3.92) and “I have tried to experiment sexual advances with girls” (mean = 3.74)

#### 4.8 Dependent Variable: Personality traits

The last objective of the study was to examine personality traits. Similarly, the investigator utilized a 5-point Likert scale, and the results are as shown below.

**Table 19 Students Response on Personality traits**

Statements		SA	A	UD	D	SD	Mean	Sd
1. Have withdrawn from my peers who judge me	f	61	170	6	8	6	4.08	0.77
	%	24.3	67.7	2.4	3.2	2.4		
2. I have cognitive disturbance because I need to make decision immediately	f	58	161	11	7	14	4.05	0.94
	%	23.1	64.1	4.4	2.8	5.6		
3. I have developed anti-social behavior towards certain group of people	f	58	171	7	7	8	4.05	0.81
	%	23.1	68.1	2.8	2.8	3.2		
4. Exhibit mood swings	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		
5. Incidences of slamming door	f	26	197	15	8	5	3.92	0.68
	%	10.4	78.5	5.9	3.2	1.9		
6. Experiences of banging the door	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		

7. Assert independence from parents	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
8. Questioning authority	f	27	181	9	21	13	3.74	0.94
	%	10.8	72.1	3.6	8.4	5.2		
9. Argue about home rules	f	22	207	5	8	9	3.89	0.74
	%	8.8	82.5	1.9	3.2	3.6		
10. Desire to perfect	f	58	161	11	7	14	4.05	0.94
	%	23.1	64.1	4.4	2.8	5.6		
11. Show disappointment in less accomplishment	f	58	171	7	7	8	4.05	0.81
	%	23.1	68.1	2.8	2.8	3.2		
12. Gaining into peer pressure	f	22	207	5	8	9	3.92	0.68
	%	8.8	82.5	1.9	3.2	3.6		

Table 19 showed that most participants, 230 (91.6%), agreed that they have withdrawn from their peers who judge them, but 14 (5.6%) disagreed. Consequently, the study findings reveal that in terms of means and standard deviation, have withdrawn from their peers who judge them (Mean, =4.08, Std. dev=0.776). This agrees with the study by Bowker and White (2021) that indicated that that has withdrawn from their peers who judge them. Teacher 10 a male noted that:

*From puberty to late adolescence, some personality traits are as a result of vulnerable situations. adolescence comes with different dimensions of development. Socially at late adolescence onsets depending on other people and start to think and act independently [Tr 10].*

Also, 219 (87.3%) of the population surveyed agreed that they have cognitive disturbance because they need to make decision immediately, but 21 (8.4%) disagreed. Further the study findings showed in terms of means and standard deviation that they have cognitive disturbance because they need to make decision immediately (Mean, =3.96, Std. dev=0.95). This concurs with the study done by Nag (2017) that noted they have cognitive disturbance because they need to make decision immediately. Teacher 11 a female noted that:

*During adolescence, individuals start to reason in a more complex way, they analyze a situation as well as making important decisions on their own. The ability of understanding different concepts increases and the outcome can be noted by people around them. Adolescents start to imagine their future and start planning for it. They also become more responsible and are ready to face the consequences that come as a result of their poor decision making. [Tr 11].*

Table 19 further shows that although most of the surveyed 229 (91.2%), agreed that they have developed anti-social behavior towards certain group of people, 15(5.9%) of them disagreed. Further the study findings showed in terms of means and standard deviation that they have developed anti-social behavior towards certain group of people (Mean, =4.05, Std. dev=0.809). This study concurs with the study done by Bauer et al. (2018) that noted that hey have developed anti-social behavior towards certain group of people. Teacher 13 from school 4 noted that:

*An adolescent need to be more independent on issues like emotional approach to situations and psychological factors. During childhood they fully depend on their parents or guardian but adolescence especially late adolescence implies that one should be independent on things like making decisions on one's life. [Tr 13].*

Finally, the table depicts similar trends on evident adolescent personality traits development from the analysis. The Table indicates the presence of characteristics such as exhibiting mood swings, slamming incidences, banging of doors, asserting independence from parents, questioning authority, arguing on home rules, showing disappointment in less accomplishment and gaining peer pressure influence among the boys.

#### **4.9 Tests for the Assumptions of Multiple Regression Models**

The study tested for normality assumptions, homoscedasticity assumptions, multicollinearity assumptions and linearity assumptions.

##### **4.9.1 Normality Assumptions Test**

The study used Kolmogorov-Smirnov test (K-S) one sample test while testing the assumption of the normality of the population distribution. If Kolmogorov-Smirnov values is larger than 0.05, the data is considered to be normally distribution (Tabachnic, 2001). Normality assumptions test are presented in in Table 20 and it reveals that all the significance values of Kolmogorov-Smirnov was above 0.05 hence normality assumption was achieved.

**Table 20 Normality Assumptions Test**

<b>Variables</b>	<b>Kolmogorov-Smirnovc</b>	<b>Sig.</b>
Physical adjustment	.414	.173
Cognitive adjustments	.210	.265
Moral development	.348	.186
Social developments	.230	.194

**4.9.2 Homoscedasticity Assumptions Test**

An assessment of the homoscedasticity of the residuals of dependent variable was one. OLS makes a crucial assumption that the variance of the error term is constant (Homoscedastic) (Greene, 2003). However, if the error terms lack a constant variance (have differing variance), they are regarded as heteroscedastic. Consequently, a violation of this assumption results in test statistics bias and confidence intervals (Greene, 2003). Levene Statistic was also employed in the testing of the hypothesis for the homogeneity of variance that is, the error variances are all equal or homoscedastic. The results are depicted in Table 21.

**Table 21 Test of Homogeneity of Variances**

<b>F</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
<b>1.515</b>	150	100	.132

Table 21 showed Levene statistical significance of 1.515 with an associated p-value of .450. Since the probability associated with the Levene statistic is 0.132, which is above than 0.05 level of significance, the study failed to reject the hypothesis and conclude that the variance of the dependent variable was homogeneous.

#### 4.9.3 Multicollinearity Assumptions Test

According to Kerlinger (2011), Multicollinearity implies that two or more of the independent variables are highly correlated, a situation that can result in a significant damage to the results of multiple regressions. Multicollinearity was assessed using the tolerance and variance inflation factors (VIF). The results are revealed in Table 22.

**Table 22 Multicollinearity Assumptions Test**

<b>Variables</b>	<b>Tolerance</b>	<b>VIF</b>
Physical adjustment	.392	2.553
Cognitive adjustment	.355	2.814
Moral support	.615	1.625
Social developments	.866	1.155

The results displayed in Table 22 above present values, tolerance and variance inflation factor value for physical development (tolerance=0.392 and VIF=2.553), for Cognitive development (tolerance=0.355 and VIF=2.814), for moral development

(tolerance=.615 and VIF=1.625) and for social development (tolerance=0.866 and VIF=1.155). The study results reveal that all tolerance values for the four variables that have been applied for this study were all higher than 0.10 and that the VIF values were below 10 which, are in accordance to the works of Field (2009). This results in the insinuation that data that was utilized did not have multicollinearity.

#### 4.9.4 Linearity Assumptions Test

Linearity in the current study means that the change rate between scores on two sets of variables remains the same for the entire range of scores for the variables (Bai & Perron, 2008). In this study, the investigator employed a correlation test to determine the assumption that there was a linear correlation between dependent variable Table 23.

**Table 23 Linearity Assumptions Test**

	<b>Pearson Correlation</b>
Physical adjustments	.526**
Cognitive adjustment	.548**
Moral development	.581**
Social developments	.319**

Table 23 reveals that the correlation coefficients were all dissimilar from zero, making the data used for this research linear. Physical development had a correlation value of 0.428, cognitive development a value of 0.916, and moral development a value of 0.893. Social development had a correlation value of 0.906. Correlation test makes the assumption that a linear relationship exists if correlation coefficient is different from zero.

#### 4.10 Inferential Statistics

The sub-section discusses the findings of correlation and regression analysis, with the primary goal of achieving the general and specific objective of forming the association that currently exists between the study variables.

##### 4.10.1 Correlation Analysis Results

The investigator relied on the Pearson correlation analysis to assess the nature of the relationship between the independent variables and the dependent variable. The researcher also wanted to assess the association among the independent variables (Wong & Hiew, 2015). Correlation analysis results are shown in Table 24.

**Table 3 Correlation Results**

		Personality traits	Physical adjustments	Cognitive adjustment	Moral development	Social developments
Personality traits	Pearson Correlation	1				
	Sig. (2-tailed)					
Physical adjustments	Pearson Correlation	.526**	1			
	Sig. (2-tailed)	.000				
Cognitive adjustment	Pearson Correlation	.548**	.770*	1		
	Sig. (2-tailed)	.000	.000			
Moral development	Pearson Correlation	.581**	.543*	.586**	1	
	Sig. (2-tailed)	.000	.000	.000		
Social developments	Pearson Correlation	.319**	.228*	.323**	.320**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

Sig. (2-tailed)	.000	.000	.000	.000
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**\*\*.** *Correlation is significant at the 0.01 level (2-tailed).*

As revealed in Table 24 above, a moderate relationship exists between Physical developments and personality traits ( $r = 0.526$ ,  $p\text{-value} < .05$ ). Also, the study exhibited a strong relationship between Cognitive development and personality traits ( $r=0.548$ ,  $p\text{-value} < .01$ ). Moral development and personality traits ( $r = 0.581$ ,  $p\text{-value} < .01$ ) and social development with personality traits ( $r = 0.391$ ,  $p\text{-value} < .01$ ). Moreover, according to Wong and Hiew (2015), the correlation coefficient value ( $r$ ) with a range between 0.10 and 0.29 is considered weak while that one with a range between 0.30 and 0.49 is regarded as medium. However, a vale that ranges from 0.50 to 1.0 is hailed as strong.

#### **4.10.2 Multiple Regression Analysis**

Regression analysis is a statistical tool used by researchers to investigate the association between variables. The goal was to uphold the causal effect of one variable upon another. Moreover, a regression analysis allows an individual to model, examine, and explore spatial relationship. This analysis is crucial in explaining the factors behind observed spatial patterns. Regression can also be employed for effective prediction.

#### **4.10.3 Model Summary**

Model summary provides the coefficient of determination ( $R^2$ ), which showed proportion of the variance in the dependent variable that is predictable from the independent variable, and correlation coefficient ( $R$ ) showed the degree of connection between the dependent and independent variables. The results presented in Table 25

present the fitness of model used of the regression model in explaining the study phenomena.

**Table 25 Regression Model Summary**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>.652<sup>a</sup></b>	.425	.416	.34607

From Table 25 the study findings revealed that the value of R is 0.652, R square is 0.425 and adjusted R squared is .416. This therefore implies that 42.5% changes in personality traits are contributed by the independent variables.

#### **4.10.4 Model Fitness**

Table 26 showed the Analysis of Variance (ANOVA) of regression analysis between three independent variables.

**Table 26 Model Fitness Results**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	21.795	4	5.449	45.496	.000b
Residual	29.463	246	.120		
<b>Total</b>	<b>51.258</b>	<b>250</b>			

The Table 26 showed that in regression, the value of sum of squares is 21.795, the value of degrees of freedom is 4, the value of mean square is 5.449, the value of F is 45.496,

and the significance value is 0.000. On the other hand, in residual, the value of sum of squares is 19.7585; the value degrees of freedom are 162. Further, the results implied that the independent variables are good predictors of independent variable.

#### 4.10.5 Regression Coefficient

Regression of coefficients results is presented in Table 27.

**Table 27 Regression Analysis Coefficient**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.712	.209		8.185	.000
Physical adjustment	.138	.059	.181	2.340	.020
Cognitive adjustments	.130	.062	.170	2.093	.037
Moral development	.285	.051	.347	5.639	.000
Social developments	.184	.039	.111	2.144	.033

The optimal model was;

$$Y = I$$

Where **Y** represents personality traits, which is the independent variable,

**X1** represents physical adjustment

**X2** represents cognitive adjustment

**X3** represents moral development

**X4** represents social developments

Table 27 showed that physical adjustments have a positive and significant influence on personality traits ( $\beta_1=0.138$ ,  $p<0.05$ ). It was further established that cognitive adjustments have a positive and significant influence on personality traits ( $\beta_2=0.130$ ,  $p<0.05$ ). Moral development was found to have a positive and significant influence on personality traits ( $\beta_3=0.285$ ,  $p<0.05$ ). Finally, social developments were found to have a positive and significant influence on personality traits ( $\beta_4=0.184$ ,  $p<0.05$ ).

Therefore, when holding all the variables constant, personality traits would result in 0.138 unit increase in physical adjustment while other variable constant would increase personality traits of projects by 0.130. Additionally, a unit increase in cognitive adjustment, while holding other variables constant would increase personality traits by 0.285, a unit increase in moral development other variables constant would improve personality traits by 0.184 and a unit increase in team social developments other variables constant would improve personality traits by 0.712.

#### **4.11 Hypotheses Testing**

From the regression model computed as depicted in Table 27, the research hypotheses were tested using the significance level of the coefficients. The investigator had a goal of testing the hypothesis with an aim of rejecting the association between independent and the dependent variables. The research hypothesis for the study included;

**H<sub>01</sub>:** Adolescents' physical development has no significant influence on personality traits among boys in public day secondary schools in the selected sub-county. However, the study rejected the null hypothesis and concluded that there is significant relationship between physical developments and personality traits among boys in public day

secondary schools in the chosen sub county with a beta coefficient of 0.138 and significance of ( $p= 0.020$ ).

**H<sub>02</sub>:** Adolescents' cognitive development has no significant influence on personality traits among boys in public day secondary schools. However, the study rejected the null hypothesis and concluded that there is significant relationship between cognitive developments and personality traits among boys in public day secondary schools in Kirinyaga East Sub County with a beta coefficient of 0.130 and significance of ( $p= 0.037$ ).

**H<sub>03</sub>:** Adolescents' moral development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County. However, the study rejected the null hypothesis and concluded that there is significant relationship between moral developments and personality traits among boys in public day secondary schools in Kirinyaga East Sub County with a beta coefficient of 0.285 and significance of ( $p= 0.000$ ).

**H<sub>04</sub>:** Adolescents' social development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County. However, the study rejected the null hypothesis and concluded that there is significant relationship between social developments and personality traits among boys in public day secondary schools in Kirinyaga East Sub County with a beta coefficient of 0.184 and significance of ( $p= 0.033$ ). The null hypothesis was rejected since the p-value was less than the study's significant level. The null hypothesis was replaced with the alternative hypothesis.

**Table 28 Summary of Hypotheses Test Results**

	<b>Hypothesis</b>	<b>Coeff</b>	<b>p- value</b>	<b>Decision</b>
H <sub>01</sub>	Adolescents' physical development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County.	.138	.000	Rejected the null hypothesis
H <sub>02</sub>	Adolescents' physical development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County.	.130	.001	Rejected the null hypothesis
H <sub>03</sub>	Adolescents' physical development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County.	.285	.000	Rejected the null hypothesis
H <sub>04</sub>	Adolescents' physical development has no significant influence on personality traits among boys in public day secondary schools in Kirinyaga East Sub County.	.184	.000	Rejected the null hypothesis

#### 4.12 Discussions

This section discusses the findings as per the objectives of the study.

##### 4.12.1 Influence Adolescents' Physical Development on Personality traits

The first specific objective of the study was to examine the influence adolescents' physical development on personality traits. The study findings revealed that

adolescent boys had deepened their voices, something different from what they had before reaching this age. Boys always go to HOD office seeking explanation on why their bodies are changing like deepening of their voices. The study's findings are in accordance with Smith, Chein and Steinberg (2013) who explains that at adolescence the body systems such as the reproductive system for both genders are affected. Hormonal activities, which are at peak during adolescence lead to notable physical growth.

Adolescent boy's shoulders have broadened unlike before. Boys start feeling like strong men due to their broadening shoulders. The study's findings concur with Graber (2013) who gave some of the general physical changes at adolescence stage as, increased growth of muscles and developing secondary sex characteristics.

A lot of pimples appear on adolescent boy's face as a result of more acne production at this stage. Boys always go to HOD office asking for ways to deal with increased pimples on their faces. The study's findings agree with Spencer (2013) who noted that there are notable changes in both genders during the stage of adolescence. Adolescent boys notice the increased size of their testicles leading to enlarged scrotum. Hair start to grow on the scrotum and at the lower part of the penis. By the time they are in mid and late adolescence the pubic area and inner thighs are covered by hair. The hair on their face, chest, under arm and legs increases in size and thicken.

Theory of Adolescent Development, have focused on the ability of adolescent's boys to direct the dimension of their development through formation of their identity that help them to avoid role confusion in the society. Adolescence is a period when individuals focus on themselves and reflect on themselves. The physical changes that accompany adolescence, such as secondary sexual characteristics, production of acne, and notable

unique changes, may have a positive or negative impact on personality traits. Adolescence is a duration when individuals like to explore their identity and independence of learning, sometimes it can be stressful for adolescents due to these strange changes. A healthy development among adolescents involves having positive sense of belonging. Therefore, it is important to have a knowhow on the changes that occur psychologically and physically so as to help adolescents to go through the stage.

#### **4.12.2 Influence Adolescents' Cognitive Development on Personality traits**

The second specific objective of the study was to examine the influence adolescents' cognitive development on personality traits. The study findings showed that currently Adolescents boys are making decision immediately without thinking basing on friend's opinion. Boys making rash decision without thinking sometimes led them to troubles. The study results agree with Simmons (2017), who asserts that adolescents go through cognitive development to be able to make decisions on their own without necessarily getting views from their teachers, parents and peers. They are responsible of decisions they make in their day to day life and ready to face any outcome of their decisions. Adolescents develop different problem-solving skills when faced with any difficult situation in life, they apply these skills to enable them to solve any problem facing them such as coping with peers' pressure, accepting their new roles in the society and choosing the right friends. Adolescents develop advanced reasoning skills.

Adolescents' boys experience to be hard to solve a problem alone because they always want to hear what my friends think of the problem. Boys cannot solve simple problems on their own and always come for advice. The study results agree with (Beare, Caldwell& Millikan, 2018) who asserts that Adolescents develop the ability to think creatively. They can come up with new ideas that did not exist previously and apply

them in beneficial way. They invent new ways to do things in their lives at home and schools. Adolescent boys always come with new ideas to impress their friends. The study results agree with Beare et al. (2018) who asserts that adolescents who have a problem with their cognitive development find it difficult to think independently, make decision on their own, think creatively and solve the problems they encounter in day-to-day life.

The application of Adolescence Development Dimension Theory can help in comprehending dimensions of adolescent development and this knowledge promote positive youth development. Understanding these key concepts can help to put in place positive attitude that benefit the social and economic prosperity of communities. In terms of educational implications, adolescence is considered to be one of the most dynamic, intense, and influential periods of human development. Therefore, educators should be aware of the cognitive development and personality traits of adolescents and design educational programs that meet their developmental needs. For example, adolescents are more capable of abstract thinking and reasoning, so educators can design programs that challenge their thinking and encourage exploration and risk-taking. Adolescents also have a strong desire to contribute to others, so educators can design programs that provide opportunities for them to engage in community service and leadership activities. Finally, adolescents are developing a positive sense of self and belonging, so educators can design programs that promote positive self-esteem and a sense of belonging to a community or group.

#### **4.12.3 Influence Adolescents' Moral Development on Personality traits**

The third specific objective of the study was to examine the influence adolescents' moral development on personality traits. The study findings revealed that it has been hard for

adolescents' boys to be honesty on what they say because they want to impress their opposite sex. At this stage boy lies in many things with aim of impressing their opposite sex. The study results concur with Eisenberg, Reykowski and Staub (2016) who asserts that morality is the collection of beliefs and values that are acceptable in a certain society

Family's settings is a good source of values and attitudes that are acquired by adolescents. Other adolescents acquire attitudes and values through imitation of peers and adults. Adolescents learn about different rules from different authorities and they make a decision of obeying them or disobeying. They also learn to show respect to religious

leaders, different people in authority, teachers, parents, their peers and even themselves.

Adolescents' boys try to be obedient on what they do to avoid getting into troubles. The study results concur with Reykowski and Staub (2016) who asserts that Adolescent who develops morally learns to be truthful always. To them dishonesty is considered non-ethical. They tell the truth all the time even when they have done contrary to the expectations of the one giving the instructions, respect, and obedience and honest are moral values instilled by adults on adolescents as they grow to adulthood.

Adolescent boys sometime lack respect for others because of the ego inside them. Boys at this stage lack respect for others because they ego of being a man. The study results concur with Reykowski and Staub (2016) who asserts that those adolescents who lack a moral compass find it difficult to live with others peacefully. They portray destructive actions and become hostile. Their internal aggression towards others makes them violent, break social rules, disrespect authority and they became involved in criminal acts.

Psycho Social Theory can be applied to adolescents' moral development and personality traits. The theory suggests that moral development starts when values from socializing agents dominate selfish desires of an individual. Kohlberg's Theory of Moral Development give so much focus on moral values and proper moral reasoning. Kohlberg's theory suggests that moral development takes place in six levels. Development of morality in adolescents occurs in level two, with adolescents show great interest in being

good so as to get approval from their peers and to build personal relationships during stage three. In stage four, there is a focus on law and order, and adolescents begin to understand the importance of following rules and laws. Erikson's Stages of Development can also be applied to adolescents' personality traits. According to Erikson, adolescents are in the stage of identity versus role confusion. During this stage, adolescents are trying to figure out who they are and what they want to do with their lives. They are exploring different roles and trying to establish a sense of identity. By understanding these theories, parents, teachers, and other important socializing agents can help adolescents develop their moral reasoning and personality traits.

#### **4.12.4 Influence Adolescents' Social Development on Personality traits**

The fourth-specific objective of the study was to examine the influence adolescents' social development on personality traits. The study findings showed that it is easy for adolescent's boys to adjust to certain group where they feel comfortable being with them. The study results concurred with Newman and Newman (2017) who asserts that adolescents who are not able to establish their identity (role confused) usually have difficulties informing future relationships. Individuals who strike a balance between

their identity and role confusion during adolescence can resolve crises for future psychosocial stages.

Adolescents' boys have identified themselves with their peers and see others differently. The study results concurred with Coyne, Amory, Kiernan and Gibson (2014) who asserts that Adolescents feel that they are independent, and they demand recognition from parents and family members. They hate it when members of the family treat them like children. Sometimes they rebel when their parents impose values on them or when they are corrected.

Adolescent boys just disclose their healthy information's to closely related friends. The study results concurred with Blakemore and mills (2018) who explains that adolescents' bodies and brains go through changes that prepare them go through changes in their that require them to get involves in more complex societal roles. Their social circle expands, and they spend more time with peers as compared family members.

Psychosocial theory, particularly Erik Erikson's theory, can be applied to adolescents' social development and personality traits. Erikson's theory highlights the need for individuals to find self-definition and a sense of meaning and purpose that will guide decisions as they transition into adulthood. The primary psychosocial task of adolescence, according to Erikson, is to develop a personal identity. Adolescents search for a sense of self and personal identity through an intense exploration of personal values, beliefs, and goals. Successfully completing this stage leads to a strong sense of self that will remain throughout life. However, if adolescents fail to develop a personal identity during this stage, they may experience role confusion or uncertainty about themselves or their place in society. During adolescence, peer groups become increasingly important and adolescents tend to spend more time with their peers than

with their families. Adolescents' perceptions of friendship overly focus on intimate exchange of feelings and thoughts. Adolescents who are involved with members in a peer group tend to exhibit similar behavior and attitudes, which has been explained as a function of homophile.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter discusses the findings' summary, gives a conclusion, and recommends aspects that will be useful for future research.

#### 5.2 Summary of the Findings

The study established that all four developmental dimensions; physical, cognitive, moral, and social, have a statistically important influence on the personality traits of adolescent boys.

Regarding physical development, the study found that adolescents experiencing early or on-time physical changes exhibited more confidence and social engagement, while late developers struggled with self-esteem and peer acceptance. This suggests that body image and puberty timing are linked to self-concept and assertiveness.

Cognitive development was shown to be a key factor in fostering traits such as independence, self-discipline, and effective decision-making. Adolescents who had well-developed cognitive abilities were able to manage social and academic responsibilities better than those with underdeveloped cognitive functions.

Moral development emerged as a determinant of prosocial personality traits. Adolescents with higher levels of moral reasoning demonstrated behaviors such as honesty, empathy, and respect for authority. On the contrary, those with low moral reasoning were more likely to exhibit antisocial behaviors.

Social development was strongly linked to interpersonal traits. Adolescents with strong peer relationships and social integration exhibited cooperative and emotionally balanced behaviors. Socially isolated students, however, showed signs of confusion, aggression, and withdrawal.

### **5.3 New Knowledge Brought Forth by the Study**

This study contributes new knowledge by offering a localized, gender-specific understanding of how developmental domains influence personality traits in the context of rural Kenyan public day schools. Unlike many previous studies that generalized adolescent experiences or focused on urban, mixed-gender populations, this research highlights the unique developmental challenges faced by boys in rural settings.

It brings to light the fact that personality development is highly sensitive to the quality and timing of physical, cognitive, moral, and social growth. Moreover, it emphasizes that contextual and cultural factors in rural Kenya uniquely shape how adolescent boys internalize developmental experiences.

The study further reveals the urgent need for gender-responsive and school-based psychosocial support mechanisms. These should address specific development challenges and promote positive personality traits among boys.

### **5.4 Conclusions**

Based on the findings, the study concludes that adolescent development is a critical determinant of personality traits. Each developmental dimension plays a unique yet interconnected role in shaping how boys behave, interact, and view themselves.

Failure to support boys during physical development may lead to negative self-image and emotional distress. Adolescents who are not well-prepared for or supported through puberty may develop traits such as aggression, shyness, or anxiety.

Cognitive development fosters independence and emotional control. When this area is neglected, adolescents may become impulsive, lack planning skills, and struggle academically and socially.

Moral reasoning directly influences ethical behavior and social responsibility. Adolescents with weak moral development are more prone to antisocial behavior and conflict with authority.

Social development enhances peer integration and identity formation. Its absence contributes to maladjustment, emotional instability, and behavioral issues. The interplay of these factors significantly influences the stability of personality traits during adolescence.

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Moral reasoning directly influences ethical behavior and social responsibility. Adolescents with weak moral development are more prone to antisocial behavior and conflict with authority.

Social development enhances peer integration and identity formation. Its absence contributes to maladjustment, emotional instability, and behavioral issues. The interplay of these factors significantly influences the stability of personality traits during adolescence.

### **5.5 Recommendations**

Based on the conclusions, the study makes several recommendations. To teachers and school counselors, it is recommended that schools incorporate structured developmental guidance and counseling programs. These should address the four developmental domains and provide special support to boys dealing with puberty, decision-making challenges, moral dilemmas, and peer pressure.

To school administrators and policy makers, the Ministry of Education should consider developing policies that mandate life skills training and psychosocial support in all public day schools. Teacher training on adolescent psychology should be prioritized to better equip educators in supporting students' personality development.

To parents and guardians, there is a need to sensitize them on the importance of supporting their sons' emotional and social growth. Engaging in open communication

and participating in school activities can help bridge developmental gaps and promote well-rounded personalities.

To future researchers, the study suggests conducting longitudinal research to track how developmental changes affect personality traits over time. Additionally, comparative studies involving girls or different cultural settings would expand the generalizability and depth of knowledge in this area.

### **5.6 Suggestions for Further Research**

The study suggests that future research should investigate the role of family dynamics and parental attachment in adolescent personality development. This would help to explore how home environments influence developmental progress.

Further research should also examine the impact of teacher-student relationships on moral and social development among adolescents. Understanding these relationships could help in designing effective school-based interventions.

Lastly, intervention-based studies should be conducted to test the effectiveness of structured school programs targeting adolescent development. This would help in validating practices that support personality trait formation and overall psychological adjustment in adolescents.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

I am a student at Mount Kenya University pursuing a master course in educational psychology .as a requirement of the course; I am required to carry out a study on ‘influence of adolescence development dimensions on personality traits among adolescents in Kirinyaga East Sub County. Your participation greatly contributed towards the types of adolescence development dimension aspects and how learners can be assisted to achieve these aspects. I appreciate you for accepting to be part of the study.

Yours faithfully

Kezzy Wawira Wanjira



## APPENDIX II: ASSENT FORM FOR STUDENTS

Greetings, I am Kezzy Wawira Wanjira, a Masters Student at Mount Kenya University undertaking a study on the influence of adolescents' developmental aspects on personality traits in public day secondary schools in Kirinyaga East sub-county, Kirinyaga County. The study selected 160 Form 2 and 138 form 3 boys from sampled schools and is requested to take part in this study. Please carefully read this form on their behalf and ask any questions you may have before consenting to participate in this study. Your responses were kept private and voluntary.

If you have any questions, please ask them here or contact Kezzy Wawira Wanjira at [kwwanjira@gmail.com](mailto:kwwanjira@gmail.com) or +254 702 854084. You were given a duplicate of this form to retain for your records.

### Assent



**Statement of Consent:** I have read the information above on behalf of the selected pupils and have received responses to all of the questions I posed. I consent to participate in the study on behalf of the selected pupils.

Your Signature \_\_\_\_\_ Date \_\_\_\_\_

This assent form is retained by the researcher for at least three years after the study is completed.

### **APPENDIX III: CONSENT OF PARTICIPATION**

Before participating in this study, kindly read the information below about the study.

The information describes the purpose of the study, right to withdraw from participation and confidentiality.

#### **PURPOSE OF THE STUDY**

This study sought to assess the influence of adolescents' development dimensions on personality traits in public day secondary schools in Kirinyaga East sub county Kirinyaga County.

#### **WITHDRAWAL WITHOUT JUSTIFICATION**

Taking part in this study is voluntary. No penalty or punishment was administered on refusal to participate. You can refuse to answer some questions or even discontinue participation without a penalty.

#### **CONFIDENTIALITY**

The information given was protected from access by unauthorized individual without permission, alteration or theft. This information was not disclosed to any third party during and after the research. Secure procedures were used to collect, record, analyze and present the data.

Having read and understood the information concerning this research project and its purpose has been made clear to me by the researcher I voluntary agree to take part in this project out of my freewill.

I also understand that I can withdraw at any time without any justification on my decision and this will not lead to any negative consequence. I willingly gave my consent to participate in this study.

Participant.....

Name.....

Signature.....

Date.....



## APPENDIX IV: INTERVIEW SCHEDULE FOR CLASS TEACHER

This interview schedule sought information on adolescents' development, reasons why some adolescents poorly achieve adolescents' developmental aspects and ways to assist such adolescents. The information you gave was used only for research and this information will remain confidential to the researcher.

### SECTION A

1. For how many years have been a class teacher in this school {tick}

1-3 ( )

4 -6 ( )

7 -9 ( )

10 and above ( )

2. Majority of boys in your class are at what age bracket? 16- 17 years ( )

18- 19 years ( )

### SECTION B

### QUESTION 1

- i. What are physical changes that almost all form 2 and 3 boys have achieved?
- ii. Which physical change has been achieved by few of form 2 and 3 boys?
- iii. Do boys who delay in physical development fit well in their peer groups?

### QUESTION 2

- i. Majority of form 2 and 3 boys show cognitive maturation
- ii. Do Form 2 and 3 boys make decision on their own, solve problems and think creatively?

How can boys who delay achieving cognitive maturation be assisted in school?

iii.

### QUESTION 3

- i. Do majority of form 2 and 3 boys portray moral development (Moral uprightness)?
- ii. What are the main sources of morals for form 2 and 3 boys?
- iii. What can be done to assist form 2 and 3 boys who delay in moral development?

### QUESTION 4

- i. Are Form 2 and 3 boys are aware of their social roles?
- ii. How can form 2 and 3 boys be made aware of their social roles?
- iii. What is the commonest socializing factor among form 2 and 3 boys?

### QUESTION 5

- i. Is there any relationship between adolescence development dimensions and personality traits?
- ii. How are the two related in relation to boys in your class?
- iii. What measures can be taken to assist form 2 and 3 boys with personality traits behavior



## APPENDIX V: QUESTIONNAIRES FOR THE LEARNER

The questionnaire is seeking information on adolescents' physical, cognitive, moral and social development. It will also seek information on the characteristics portrayed by adolescents who poorly achieve these developmental aspects. The information given in this questionnaire will be for the purpose of the research only and it will remain confidential to the researcher.

### SECTION A

1. Age (tick) 14- 15 ( ) 15- 16 ( ) 16-17 ( )

2. Do you have life skill lessons? Yes ( ) No ( )

2. How many life skills lessons are there in every week? One [ ] two [ ]



## SECTION B: PHYSICAL DEVELOPMENT

Do you agree with these statements on the influence adolescents' physical development on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. My voice has deepened which is different from my usual voice what I usually have.					
2. I have experienced broadening of my shoulders unlike before.					
3. My face has a lot of pimples making it to change.					
4. I have developed pubic hair					
5. I have realized I have spurt growth					
6. I have some strange odor					
7. I have gained more muscle					
8. I have some unique facial hair that I didn't have					
9. I have realized I weigh more					
10. I experience wet dreams					
11. I like making choices of the food I eat					

## SECTION C: COGNITIVE DEVELOPMENT

In your own opinion do you agree to the following statements on influence of adolescents' cognitive development on personality trait? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. Currently am making decision immediately without thinking basing on friend's opinion					
2. It is hard to solve a problem alone because I always want to hear what my friends think of the problem					
3. I always come with new ideas to impress my friends					
4. I always feel independent					
5. I always want to do own decision making					
6. People tells me I have become complicated in thinking					
7. I have tried some risky behavior					
8. My friends complain that I have mood swings					
9. Sometimes I react on issues in a volatile manner					
10. My seniors judgement lapses					
11. My family members say that I have changed my interactions					

#### SECTION D: MORAL DEVELOPMENT

To what extent do you agree to the following statements on influence of adolescents' moral development on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
It has been hard to be honest on what I say because I want to impress my opposite sex					
I try to be obedient on what I do to avoid getting into troubles					
I sometimes lack respect for others because of the ego in me					
I am able to tell what is unfair during a play					
I positively criticize any mistreatment from anyone					
I can comfortably control anger when someone wrongs me					
I have had cases where my friends baited me during a play and I contained it					
I understand myself in relation with others regarding age					
I feel that I make priority decision to be a good person					
I work hard to make sure that I understand myself					
I feel that I always seek to know how others are feeling about me					
I know how to easily make friends					

## SECTION E: SOCIAL DEVELOPMENT

- iii. What personality traits behavior that is portrayed by adolescents who poorly achieve adolescence development dimensional aspects?



**APPENDIX VII: QUESTIONNAIRE FOR HOD GUIDANCE AND  
COUNSELING TEACHER**

The questionnaire is seeking information on adolescence physical, cognitive, moral and social development. It also sought information on personality development. The information you gave was used for the purpose of research only and will remain confidential to the researcher.

**SECTION A**

1. Sex    Female       Male
2. For how many years have you been a guidance and counselling teacher in this school?  
a.  1- 3    4– 6    7 – 9 years    10 and above
3. Teachers in Guidance and counselling department are active. Yes  No
4. Guidance and counselling sessions are conducted regularly in your school. Yes  No

## SECTION B: PHYSICAL DEVELOPMENT

Do you agree with these statements on the influence adolescents' physical development? on personality traits?

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. Boys keep on visiting my office asking about their body changes like deepening of their voices.					
2. Boys' shoulders develops and broadens, they feel like strong men with confidence.					
3. Boys visit my office with questions about the pimples on their faces and how they can solve the problem.					
4. Boys look surprised when we mention pubic hair					
5. Boys feel anxious when we discuss sex and wet dreams					
6. Boys are keen on whether we notice any smell around them					
7. Boys feel they are now mature when we notice hair on their faces(beards)					
8. Boys show anxiety when they notice we know they have growth spurts					
9. Boys want to show that they have developed conspicuous muscles					
10. Boys portray games that show they are strong					
11. Boys embrace physical tasks					

## SECTION C: COGNITIVE DEVELOPMENT

Do you agree with these statements on influence of adolescents' cognitive development on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. The boys make rash decision without thinking which sometimes lead them to troubles					
2. The boys cannot solve simple problems on their own and always come for advice					
3. The boys always try to come up with new ideas to impress their friends					
4. The boys tend to make independent decisions without consulting					
5. The boys want to do own decision making					
6. Boys have become complicated in thinking					
7. The boys have reported some risky behavior					
8. The boys' peers complain that some have mood swings					
9. Some boys react on issues in a volatile manner					
10. The boys have judgement lapses over issues					
11. The boys' family members complain that they have mood swings					

## SECTION D: MORAL DEVELOPMENT

Do you agree with these statements on influence of adolescents' moral development on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. During this stage boys lies in many things with aim of impressing their opposite sex					
2. Being obedient at this stage is difficult for boys because they are under peer pressure					
3. Boys at this stage lack respect for others because they ego of being a man					
4. Boys positively criticize any mistreatment from anyone					
5. Boys comfortably control anger when someone wrongs me					
6. Boys have had cases where their friends baited them during a play and they contained it					
7. Boys positively criticize any mistreatment from anyone					
8. Boys feel that they make priority decisions to be a good person					
9. Boys work hard to make sure that they understand themselves					
10. Boys feel that they always seek to know how others are feeling about them					
11. Boys know how to easily make friends					

## SECTION E: SOCIAL DEVELOPMENT

Do you agree with the following statements on influence of adolescents' social development on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. It is not easy for the boys to adjust to certain social group because they lack self-identity					
2. The boys sometimes identify themselves to a social group due to peers' pressure					
3. The boys mostly face unhealthy relationships due to the pressure of others					
4. The boys' friendships focus on shared activities					
5. The boys' friendships activities focus on intimate thoughts and feelings					
6. The boys tend to seek more peer relationships than family ones					
7. The boys have shared values and perceptions through connotation of images					
8. The boys tend to have quick but short term opposite sex relationships					
9. The boys have tried to experiment sexual advances with girls					
10. The boys have shared likes and dislikes through connotation of images					
11. The boys' friendships period is determined by their own feelings					

## SECTION F: PERSONALITY TRAITS

Do you agree with these statements on personality traits? (SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree and SD: Strongly Disagree)

	SA	A	UD	D	SD
<b>Statements</b>	5	4	3	2	1
1. Some boys have withdrawn from peers who judge them					
2. The boy's face cognitive disturbance because they make rush decision					
3. Boys develop anti-social behavior towards certain social group					
4. Boys lack self-identity because they are confused of which group of college to fit in					
5. The boys exhibit mood swings					
6. Experiences of banging of the doors					
7. The boys assert independence from parents					
8. The boys question authority					
9. Boys argue about school rules					
10. The boys desire to perfect					
11. The boys show disappointment in less accomplishment					

## APPENDIX VIII: ERC CERTIFICATE



REF: **MKU/ERC/2023**  
TO: **KEZZY WAWIRA WANJIRA**

Date: 15 December 2021

REG: **MEPS/2016/60102**

Dear Sir/Madam,

**RE: ADOLESCENTS' DEVELOPMENTAL TASKS ON PERSONALITY MALADJUSTMENT AMONG BOYS IN PUBLIC DAY SECONDARY SCHOOLS IN KIRINYAGA EAST SUB-COUNTY, KIRINYAGA COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1096**. The approval period is **15/12/2021 - 14/12/2022**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**The Chairman**  
**Mount Kenya University**  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

**Dr. Peter G. Kirira**  
**Chairman, Mount Kenya University IERC**

## APPENDIX IX : INTRODUCTION LETTER TO NACOSTI



### DIRECTORATE OF GRADUATE STUDIES

MEPS/2016/60102

4<sup>th</sup> February, 2022

*The Director, Research Coordination Division  
National Commission for Science, Technology & Innovation  
Utalii House, 8<sup>th</sup> & 9<sup>th</sup> Floor  
P.O Box 30623- 00100  
NAIROBI*

Dear Sir/Madam,

**RE: KEZZY WAWIRA WANJIRA - REGISTRATION NO. MEPS/2016/60102**


The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

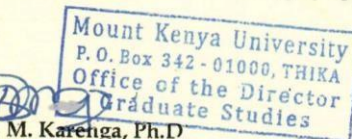
The title of her research is *"Adolescents' Developmental Tasks on Personality Maladjustment Among Boys in Public Day Secondary Schools in Kirinyaga East Sub-County, Kirinyaga County, Kenya."*

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between February, 2022 and March, 2022.

Any assistance accorded to her will be highly appreciated.






Thank you.

  
Dr. Samuel M. Karenga, Ph.D  
Director, Graduate Studies  
Enc.

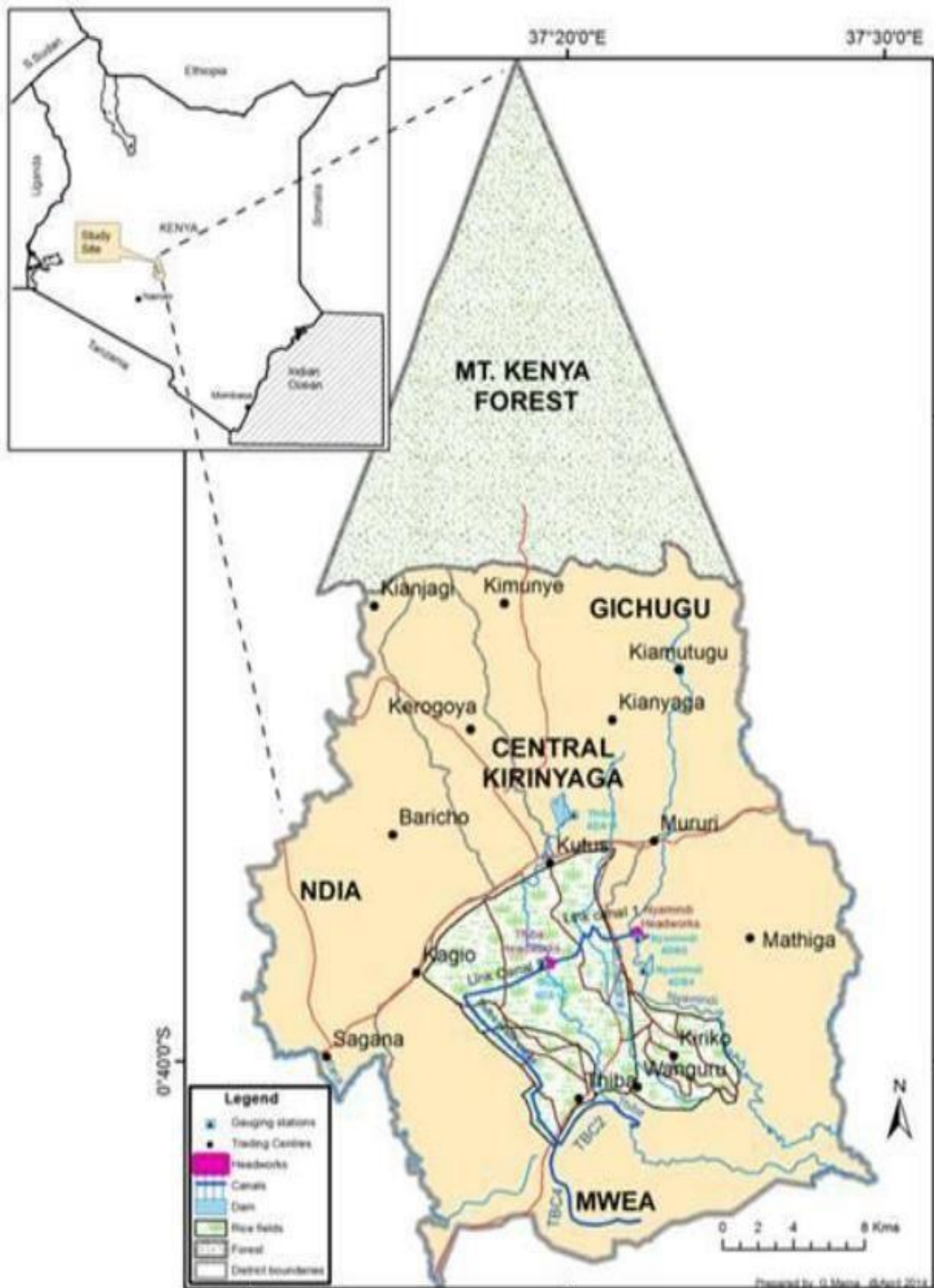


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**APPENDIX X: RESEARCH PERMIT**

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
<b>Ref 531</b>	<b>Date 20Feb20</b>
<b>RESEARCH</b>	
	
<b>This is to Certify that Miss. KEZZY WANJIRA WAWIRA of Mount Kenya University on the topic: ADOLESCENTS' DEVELOPMENTAL TASKS BOYS IN PUBLIC DAY SECONDARY SCHOOLS IN KIRINYAGA EAST for the period ending :</b>	
Licenses NACOSTI/P	
<b>531</b> Applicant	 Director NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
	Verification
	
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APPENDIX XI: LOCATION OF THE STUDY



# ADOLESCENCE DEVELOPMENT DIMENSIONS AND PERSONALITY TRAITS AMONG BOYS IN PUBLIC DAY SECONDARY SCHOOLS IN KIRINYAGA EAST SUB-COUNTY, KIRINYAGA COUNTY, KENYA

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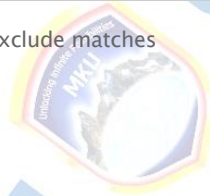
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