

**THE SOCIO-CULTURAL CHALLENGES OF INTERNAL IMMIGRANT
ADOLESCENTS IN KENYA; THE CASE OF KARIRANA TEA ESTATE,
LIMURU.**

BY

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DECLARATION

This is my original project for Masters Of Arts Degree in Community Development and Rural Sociology. It has not been presented for a degree in any other university.

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DEDICATION

This research is dedicated to my two daughters, Faith Nyawira and Grace Njoki as they struggle through the exciting yet confusing phase of adolescence. May the knowledge acquired through this research make me a better mother!! May you excel socially, academically and psychologically!!

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ABSTRACT

Adolescence is a transitory stage of growth between childhood and adulthood. It is characterized by biological, physical, psychological, and social changes that the adolescent is rarely adequately prepared for or equipped to cope. It is an exciting yet confusing part of human development. Unfortunately due to the twin process of industrialization and globalization, the extended family who used to prepare children about this period no longer do so leading to the breakdown of social norms and development of adolescence as a new social phenomenon in Kenya. Not much is known about this phenomenon and specifically among the residents of Tea Estates.

The research objectives were to establish the social cultural challenges of adolescence, to determine the effect of the cultural gap and to investigate the role and effectiveness of life skills programme offered in high school in helping the internal immigrant adolescents of Karirana cope with the social cultural challenges of adolescence. Karirana Tea estate is a large scale tea plantation located in Limuru Constituency approximately 40 KMs from Nairobi capital city and seventy percent of the labour force is recruited from Nyanza and Western. Their adolescents suffer from myriad social cultural challenges as a result of growing away from their home culture that have not been documented and hence this research sought to establish these challenges and the effectiveness of life skills programmes in addressing these challenges.

The researcher interviewed students currently in school and drop outs for comparison purpose. The target schools were Tigoni and Gitiha High schools and dropouts residing within Karirana Tea Estate. The two schools were selected as they are the only public school in the area where the students of Karirana attend. A total of 45 students were interviewed and 30 drop outs using both the lottery and purposeful sampling techniques. The researcher in addition used the schools' principals, the area chief and the factory's supervisors as key informant guides on top of questionnaires and focused group discussion. Descriptive statistics were used to show distributions, relationships between variables, percentages and texts. Qualitative data was analyzed manually and emerging themes presented in narrative form. The study established that the school drop outs experience more social cultural challenges than the students currently in school. This is due to the life skills programme offered in schools and the entire teaching fraternity. These challenges include attraction of the opposite sex, negative peer influence, rebellion, and mood swings. The internal immigrant adolescents also suffer the additional challenges of identity crisis as a result of growing away from their home area and not fitting in the culture of their hosts. The study further established that the life skills programme is emerging as an effective way forward in helping adolescents currently in school to deal with the stated social cultural challenges and filling the cultural role of preparing the adolescents

In view of the importance of education in dealing with the social cultural challenges, Karirana Tea factory needs to ensure greater involvement of parents in their children's education and guide them accordingly to ensure that most of them complete high school. The factory needs to ensure that parents are equipped with the relevant skills to prepare their children for the social cultural challenges of adolescence. In addition, the Ministry of education should look into the possibility of streamlining the life skills programme in all schools. Lastly, the County Administration should intensify security for the internal immigrants residing in Karirana during the forthcoming general election.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the Research Problem.....	1
1.2 Statement of the Problem.....	4
1.3 Research Questions.....	5
1.4 Objectives of the Study	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	6
1.5 Scope and Limitations.....	6
1.6 Operational Definition of Terms.....	7
1.7 Significance of the study.....	8
CHAPTER TWO: LITERATURE REVIEW.....	9
2.1 Introduction.....	9
2.1 Cultural Challenges of Adolescence.....	10
2.1.1 Psychological development	10
2.1.2 Forming a New Identity	11
2.1.3 Individuation	11
2.1.4 Ethnic Identity.....	12
2.1.5 Society’s Expectations.....	13
2.2 Emotional Challenges of Adolescence	14

2.2.1 Sexual Challenges	14
2.2.2 Emotional Challenges	15
2.3 Social challenges of adolescence	17
2.3.1 Social development as a challenge	17
2.3.2 Parental Expectations	18
2.3.3 Adolescent's Expectations	19
2.3.4 Peer Pressure and Influence	19
2.3.5 Spiritual Challenges	20
2.4 Theoretical Framework	21
2.4.1 Social Learning Theory	21
2.4.2 Structural Functionalism	22
2.4.3 Psycho-Social Development	23
2.4.4 Conceptual Framework	24
CHAPTER THREE: METHODOLOGY	25
3.1 Introduction	25
3.2 Area of the study	25
3.3 Research Design	26
3.4 Sampling Procedure	26
3.5 Study Instruments	28
3.6 Ethical Considerations	29
3.7 Data Analysis	30
3.8 Challenges encountered	30
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	32
4.1 Data presentation	32
4.2 Main Findings	35
4.2.1 The Social challenges of Adolescence	35
4.2.2 Cultural challenges	42
4.2.3 The role of high school in helping students cope with social cultural challenges ...	46

4.2.4 Intervention of life skills in counteracting social cultural challenges.....	47
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	49
5.1 Introduction.....	49
5.2 Summary of the findings.....	49
5.3 Conclusions.....	52
5.4 Recommendations.....	52
5.5 Areas for Further Studies.....	53
 REFERENCES.....	 54
APPENDICES.....	56
APPENDIX 1: QUESTIONNAIRE FOR THE ADOLESCENTS OF TIGONI AND GITIHA SECONDARY SCHOOLS RESIDING IN KARIRANA TEA ESTATE.....	56
APPENDIX II: QUESTIONNAIRE FOR THE SCHOOL DROP OUT	62
APPENDIX III: QUESTIONNAIRE FOR THE KEY INFORMANT GUIDES	68

LIST OF TABLES

Table 4.1.1: Demographic characteristics/profile of both Students and Drop outs	33
Table 4.1.2 Respondents current residence and home of origin	35
Table 4.2.1 Effect of the missing cultural link amongst students and drop outs	44

LIST OF FIGURES

Figure 4.2.1 Whether students and dropouts feel embarrassed about their physical changes	37
Figure 4.2.2: Whether attraction of the opposite sex was a major challenge amongst students and dropouts.....	38
Figure 4.2.3: Extent of Peer influence amongst students and drop outs.....	39
Figure 4.2.4: Level of understanding of the home culture amongst the dropouts and students	43
Figure 4.2.5:How high school helps students cope with social cultural challenges	47
Figure 4.2.6 How Life skills help students cope with social cultural challenges of adolescence	48

LIST OF ABBREVIATIONS

AIDS - Acquired Immune Deficiency syndrome

FGD – Focused Group Discussion

HIV - Human Immunodeficiency Virus

IDPS – Internally Displaced Persons

KMs - Kilometers

LTD - limited

CHAPTER ONE: INTRODUCTION

1.1 Background to the Research Problem

The definition of adolescence varies from culture to culture. According to Mabey and Sorenson (1995), it refers to a stage in a person's life between childhood and adulthood. It is a period of human development during which a young person moves from dependency to independency, autonomy and maturity. The young person moves from being a part of the family group to being part of a peer group and to standing alone as an adult.

Adolescence is a transitory stage of growth between childhood and adulthood. It is characterized by biological, physical, psychological, and social changes that the adolescent is rarely adequately prepared for or equipped to cope. According to Pruitt (1999), an adolescent is always trying to discover himself and has increased ability to engage in abstract thoughts and examine complex issues that were previously beyond his intellectual grasp like religion, morality, politics and culture amongst others. More often than not, adolescents as teens are always misunderstood, labeled as rebels or radicals due to their tendency to question authority figures at home and other academic institutions (Ibid, 1999).

Generally, in western society, movement through adolescence from childhood to adulthood involves much more than a linear progression of change. It is much more dimensional involving a gradual transformation or metamorphosis of the person as a child into a new person as an adult. However, the required changes in a person during adolescence differ with culture. For example, in some cultures, some of the roles played by children and adults are similar. In addition, in some cultures, the number of years spent in being educated before working is short. In such cultures, the transition from childhood to adulthood is likely to be less challenging (Med,1975).

Adolescence involves a process which extends over a significant period in a person's life. However, there are individual differences with some young people moving through adolescence much more quickly than others. The process presents physiological,

biological, psychological and social changes. Important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. When an adolescent is unable to confront and deal with a development challenge successfully, there are likely to be unhelpful psychological, emotional and behavioral consequences. It is in dealing with these challenges that life skills programmes are emerging as a way forward in filling the cultural role of helping the young persons to proceed adaptively along the required development journey (Geldard and Geldard,2004).

Due to inadequate preparation from the parents, the social cultural changes are met with denial, suppression and discomfort. Consequently, intervention needs to be made to facilitate adjustments to these changes and master successfully a number of critically important, interrelated development task, adjust to sexual maturation and gradually achieve independence from the family stronghold. The biggest challenge for adolescents as a result of physical development is self-acceptance, which is manifested by low self-esteem and a host of other conflicting emotions.

Societies in East Africa have undergone enormous changes during the twentieth century. Consequently, it has led to the development of new roles and adolescence is one of them. Prior to the twentieth century, there was no clearly defined role of adolescence in East Africa as young people passed from childhood to adulthood during the relatively short period of initiation. The process was legitimized by its customs which are the building blocks of culture. Each ethnic group had its own culture and these cultures were different in degree and kind. This diversity has some relevance for a country like Kenya because it has tried to fashion a new culture out of a wide diversity of ethnic customs (Dawit, 1993). These customs are the foundations of the body of rules known as the customary laws and are different from formal written (statutory) law. The customary laws regulated much of the social behaviour and they also defined the transition from childhood to adulthood and prescribed the behaviours and roles that the newly initiated adults were expected to undertake. This transition differed depending upon ethnic group as different groups espoused different cultural imperatives.

The new emerging cultures were influenced by the adoption of the western system of education. The formal system of education differed from that of traditional African education. In traditional African education, children watched their parents and learnt through imitation and observation. It was maintained that if children could see, hear, feel, taste and smell, they could understand (Erny, 1981).

The changing system of education has both supported and initiated other social changes. These changes have resulted in a more complicated pattern of social organization. There are many growing sources of pressure in the contemporary society, hence the emerging adolescent struggle to find a coherent and consistent identity in a competitive social environment. The first task in this respect for the adolescent is to resolve their identity crisis (Erikson, 1963).

The transition from childhood to adolescence is complicated by increasing pressures caused by the need for formal education qualifications as they pursue an individual career path, the influence of a moneyed economy, a pluralistic society, the decline of the family, materialism and the adaptation of the Western technology.

The lack of stability has arisen as societies have espoused more Western influence. The phenomenon of adolescence has largely not been the consequence of the Western patterns of economic and social organizations but because customary law has not legitimized this social phenomenon and thus there is confusion concerning its definite role. The confusion is evident in contemporary societies which cannot provide clear guidelines for this group of people.

Industrialization has resulted in enormous social, economic and political changes in this century. Over the years, the advancement of information technology has gradually turned the world into a global village. The adolescents have as a result been affected negatively as more parents spend more time away from home and leave their children under unsupervised Television viewing, internet viewing and the care of frustrated house girls. The consequence of these changes has been the development of new phenomenon; one of them being that one of adolescence (Balmer, 1994). Since Kenya has not been left behind by the negative effects of globalization, there was need to study how these forces have

affected the youths in the Kenyan Society specifically residing in Tea Estates with a focus on the social cultural challenges. This study focused on the social cultural challenges of the internal immigrant adolescents of Karirana Tea Estate of Limuru, Kenya. It investigated the effect of the missing cultural link and the role of the education system (life skills) in addressing these challenges and as a substitute for the cultural missing role.

1.2 Statement of the Problem

Prior to the twentieth century, young people in Kenya and elsewhere in Africa passed from childhood to adulthood during the period of initiation that was characterized by rite of passage unique to each ethnic group. The turning point was the adaptation of western influence through formal education, which differed from that of traditional African education. (Balmer, 1994). Unfortunately, the extended family constituting of aunts, uncles and grandparents who used to educate children about growing up no longer do so due to industrialization and consequent breakdown of social norms. Many of these relatives are too busy or too far away to attend to the needs of growing children. Besides, the current generation of Parents do not have the necessary information needed to adequately prepare their children for adolescence including prevention of HIV/AIDS (Muga et al, 1997). Nowadays, children get information about sex from many sources including mass media, peers, discos, and social functions (Ibid, 1997).

Due to the above stated breakdown, there has been some confusion as young people get into this period without any preparation; a noticeable gap as more parents spend more time away from home in formal employment at the expense of preparing their children for adolescence.

The stated changes have contributed to the acknowledgement that adolescence is a new social phenomenon. However, this new phenomenon has not been investigated in Kenya and specifically among the residents of Tea Estates to establish its particular characteristics and the role of education and the life skills programme in filling the gap of preparing the preteens for adolescence. There is lack of empirical literature that highlights the social cultural challenges of adolescents in different settings such as in Tea

Estates as a priority for research and intervention. The few published studies include some psychosocial issues on factors influencing adolescent pregnancy in Sri Lanka Tea Estates (Internet) as part of a broader perspective on the challenges of adolescence but not devoted to the dynamics of adolescents residing in Tea Estates in Kenya. Industrialization and globalization are twin processes that have affected Kenyan adolescents negatively in the last decade; hence the need for support and interventions services for all the concerned parties within a structured framework.

Despite the emergence of life skills programmes as a substitute for the cultural role of preparing the youths for adolescence, a large proportion of these studies lack a control group to assess its effectiveness. The importance of such a group cannot be overemphasized. Any change of behaviour observed in youths who have gone through such a programme can only be verified by investigating a comparison group before any conclusions are made.

This gap in knowledge formed the basis of this study.

1.3 Research Questions

This study had set out to answer the following research questions;

- What are the social cultural challenges faced by the internal immigrant adolescents of Karirana Tea Estates of Limuru Constituency?
- What is the effect of the missing cultural role in the adolescence process amongst the adolescents of Karirana Estate
- What is the role of high school and high school in preparing the preteens of Karirana for adolescence?

1.4 Objectives of the Study

The study was geared towards the following objectives;

1.4.1 General Objective

The objective of the study was to investigate the social cultural challenges faced by the internal immigrant adolescents of Karirana Tea Estate, the effect of the cultural missing

link in preparing the preteens for adolescence and the role of life skills programme in addressing these challenges and filling this link.

1.4.2 Specific Objectives

The research addressed the following specific objectives;

- a) To establish the social cultural challenges faced by the internal immigrants adolescents of Karirana Tea Estates in Limuru Constituency
- b) To determine the effect of the missing cultural role in the adolescence process amongst the adolescents of Karirana Tea Estate
- c) To explore the role of life skills programme in preparing the preteens of Karirana for adolescence
- d) To determine the role of life skills programme in helping the internal immigrant adolescents of Karirana deal with the social cultural challenges.
- e) To establish the role of high school in helping the internal immigrants of Karirana cope with social cultural challenges of adolescence.
- f) To establish the effectiveness of life skills programmes in filling the cultural gap.

1.5 Scope and Limitations

The research focused on cultural and social challenges experienced by the adolescents of Karirana Tea Estates and how a life skills programme can substitute the role of the extended family in preparing pre-teens for adolescence. The study focused on the internal immigrants adolescents aged between 18 – 25 years mainly from Kisii and Kakamega residing in Karirana.

Due to the limitations of time and money, the researcher interviewed forty-five adolescents who are beneficiaries of a life skills programme (Tigoni and Gituha secondary schools) and compared them with thirty adolescents who negotiate adolescence without any intervention (School drop outs)

1.6 Operational Definition of Terms

Social Challenges; in this study, these refer to challenges of adolescence that affect their interpersonal relationships negatively.

Emotional challenges; In this study, these were indicated by the adolescent's negative feelings towards the adolescence changes as a manifestation of unpreparedness including negative feelings associated with the consequence of sexual attraction, mood swings and rebellion. These emerged mainly from FGDs.

Cultural challenges; In this study, these were challenges associated with adolescent's growing away from their home culture manifested by contradiction of both cultures in terms of dress code, language and food preference among others.

Adolescent; in this study, an adolescent was used interchangeably with the term teenager and youth to refer to young people going through the transition period from childhood to adulthood aged between thirteen to twenty-five years.

Internal Immigrant; Kenyans working away from their culture of origin. In this study, the term was used to refer to laborers working in Karirana tea estate mainly from Western and Nyanza provinces.

Cultural gap; In this study, it was used to refer to a situation where the adolescents of Karirana are not aware of the norms and general ways of life of their ancestors and also lack relative's support in the adolescence process

Life skills; This was used to refer to interventions made to counteract the social cultural challenges including assertiveness training, friendship skills, management of sexual feelings and management of negative peer influence.

1.7 Significance of the study

This study is significant for all the stakeholders especially in the education sector as it highlighted the unique social cultural challenges faced by internal immigrant adolescents residing in Tea estates and the policy implications for all the concerned factories. It has also captured the importance of life skills programme offered in high schools as a crucial intervention strategy of helping adolescents in tea Estates cope with social cultural challenges and hence it should be streamlined. The findings will therefore have policy implications for the factory, the education sector and the county administration in terms of intensifying security during the forthcoming general election.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The definition of adolescence varies from culture to culture. According to Mabey and Sorenson (1995) in Geldard and Geldard (2004), it refers to a stage in a person's life between childhood and adulthood. It is a period of human development during which a young person moves from dependency to independency, autonomy and maturity. The young person moves from being a part of the family group to being part of a peer group and to standing alone as an adult.

Adolescence is a stage of life when with the exception of infancy; the body grows and changes more drastically than any other time. During these few years, a child will attain most of his adult height and become biologically capable of having his offspring. His reasoning capacities will also rise to a new level of complexity. As he prepares to make his place in the world, he begins the process of discovering exactly what he wants that place to be. These are years when it seems as though the parent is taking a back seat of the adolescent's life. The parents may thus feel superfluous now that his friends, more than the family, occupy his spare time (Prutt,1999)

These are exciting days of endless discovery but are also filled with pain of uncertainty of not always knowing if one fits in. As parents watch their adolescents grapple with these doubts, they sometimes remember their teen years, sensing the sting of humiliation, being the shortest, the tallest or the most or least developed in class. The parent may thus want to protect him or her from insecure feelings and somehow devise a way to ensure that he remains confident about his sense of worth. Unfortunately, the parent no longer has this kind of power over his life.

This chapter will review existing literature related to the challenges of adolescence. The researcher will limit herself to the social cultural challenges; hence literature will be discussed under cultural, emotional and social challenges which will be related to the

situation of internal immigrant adolescents residing in Karirana Tea Estates of Limuru, Kenya.

2.1 Cultural Challenges of Adolescence

2.1.1 Psychological development

Adolescence which is the transition between childhood and entry into the adult world is a relatively new concept and not a universal one. Prior to the nineteenth century, life was radically different for most teens. People tended to marry well before they were out of their teens and were quickly burdened with the responsibility of parenthood.

The reality for children was a few years of schooling - enough to learn to read and write if they were lucky and then a job in a factory or in the fields (Prutt, 1999). The researcher is of the opinion that despite the fact that it has not been documented, this was the situation among the internal immigrant adolescents of Karirana Tea estate.

In our industrialized societies, adolescence is seen as apprenticeship. Just as the craftsman trains for years before gaining full status in his field, the adolescent is learning to handle adult responsibilities. Many changes must occur during this time in order for an adolescent to be fully prepared to accept these responsibilities. In addition to the physical changes that will transform him from a child into a young adult capable of starting his own family, the perimeters of the adolescent are also expanding allowing him to think in new ways. Moreover, he is struggling with the formidable but crucial task of forming an identity.(Ibid). This was a very great challenge for the internal immigrant workers who have been uprooted from their ancestral culture.

Piaget referred to this ability to think systematically about all the logical possibilities within a problem formal operational thought process. In addition, they have an increased ability to use abstract verbal concepts. This increased ability to engage in abstract thoughts enable an adolescent to examine complex issues that were previously beyond his intellectual grasp like politics, religion and morality. As the adolescent grows older, his thinking becomes even more abstract. Consequently, logical questions emerge as one's cognitive capacity expand to examine the whole picture and questions such as "whom I'm I? Where do I fit? and many other such questions begin to emerge. During adolescence,

the individual begins to consolidate an identity that is expressed in terms of his beliefs and goals for the future (Prutt, 1999). In the case of internal immigrant workers of Karirana, the adolescents were confronted with the challenge of combining his ancestor's culture with that of his majority host peers.

2.1.2 Forming a New Identity

According to Geldard and Geldard (2000), the most important psychological task for an adolescent is the formation of personal identity, failure to achieve a satisfying personal identity is almost certain to have negative psychological implications.

As discussed by Kroger (1996), major theorists include Erikson, Blos, Kohlberg who have written about the development of identity in adolescence using terms which are individual to themselves like "ego", "I" and so on. Despite using individual terms, they all seem to agree that "personal identity should be defined in terms of what is taken to be "self" in "contrast" to what is considered to be 'other'".

The adolescent has the task of forming personal identity which is unique and individual. However, during the process in which a conscious sense of identity develops, there will also be an unconscious striving for continuity of the individual's personal character (Erikson,1968). As personal identity develops over time, maturation occurs moving the adolescent towards adulthood.

Adams and Marshall (1996) believe that the search for identity is a continuing process which is not just restricted to adolescence. They indicate that personal identity can be altered through heightened self-awareness and that there are sensitive points along the life cycle, one of which is adolescence where self focusing and identity formation are more pronounced in adolescence and are central characteristics of adolescence.

2.1.3 Individuation

Whereas a child is joined with parents and family, the adolescent moves away into a separate space becoming a separate individual. In other words, individuation occurs. The process of individuation involves the development of relative independence from family relationships, the weakening of ties to objects which were previously important to

the young person when a child had an increased capacity to assume functional roles as a member of adult society (Archer, 1997). The process of establishing a personal and achieving individuation have implications socially. The adolescent can only construct concepts of self within the context of relations with others yet is also seeking to establish separateness through boundaries. Thus, the adolescent's process of socialization is based on a balance between individuation together with the formation of personal identity on the one hand and integration with society on the other (Adams and Marshall, 1996).

Unless this balance is achieved, there are likely to be personal crises for the adolescent which may result in the need for intervention. For example, if an adolescent seeks a very high degree of individuation, the consequence maybe that relationship with peers are damaged. This may result in the young person being marginalized. In this situation, the adolescents will sometimes seek the company of other marginalized peers. Even so, there are likely to be negative consequence as the adolescent's sense of being valued by others may be reduced (Sclosberg, 1989). In the opinion of the researcher, the internal immigrants' adolescents of Karirana require some intervention to facilitate the individuation process due to dual pressure to retain their culture of origin and their host culture (Kikuyu).

Rather than seek a high degree of individuation, some adolescents do the opposite and seek extreme connectedness with others. This can leave adolescents prone to difficulties in adapting to new circumstances where they need to deal with situations on their own (Joseelson, 1987).

2.1.4 Ethnic Identity

For adolescents who belong to ethnic minority groups, there are special problems with regard to establishing personal identity. Watterman (1984) has suggested a model of ethnic identity formation. In the first stage of ethnic identity development, minority adolescents accept the values and attitudes of the majority culture. This often includes internalizing negative views of their own group. Waterman (1984) has suggested a model of ethnic identity development continues until individuals have an experience of racism or prejudice which forces them to see themselves as members of a minority group. This

awareness then leads them to a personal ethnic identity search. The search involves efforts to learn about their own culture and is likely to be highly emotional. In this stage, emotions such as anger and outrage maybe directed towards the majority society. A satisfactory outcome of this ethnic identity process can then be achieved with individuals developing a deeper sense of belonging to a group. Despite the fact that this is not specifically in reference to the internal immigrant adolescents, the researcher established that this was the situation among the adolescents of Karirana. This was especially the case after the 2007 Post Election Violence.

2.1.5 Society's Expectations

Society's expectations pose a challenge for adolescents and are valuable in helping them to progress along the path to adulthood. In communities where adults express consistent values and expectations, adolescents tend to develop a positive sense of self (Ianni,1989). In contrast, in communities where family, school and community fail to offer consistent direction and positive goals, adolescents tend to move towards undesirable behaviours, tend to be confused and cynical and to experience a generally confused sense of self.

The adolescent can only construct a personal identity in the context of relationships with others. Having a relationship with others unquestionably involves respecting and responding appropriately to their expectations. Society in general has expectations about how adolescents need to achieve individuation which provides a conflictual challenge for the young person who is striving for personal identity and is, at the same time exploring new ways of fitting into society. Consequently, there is likely to be marked ambivalence in many adolescents concerning issues of independence verses dependence and with regard to expressing attitudinal and behavioural changes while maintaining social relationships (Archer, 1997)

As adolescents grow, they start to like young adults and are able to communicate more maturely and effective than children. Consequently, it is understandable that many adults expect adolescents behaviour to reflect the norms of adults behaviour. The expectations that adolescents will be responsible and will conscientiously set out to meet the developmental tasks of adolescence is unrealistic. The adolescent is in the process of growth and is dealing with new and previous unmet challenges and hence is unlikely to

stay focused on particular tasks and sure to make mistakes. Adolescents who are overwhelmed by society's expectations may revert to antisocial behaviour, becoming involved in behaviour ranging from low level delinquency to serious crime. Some will find ways of satisfying their needs through membership to delinquent gangs. By being in a gang, they may experience the feelings of belonging that they need, along with expectations that they can meet. This was the situation among the internal migrant adolescents residing in Karirana Tea Estate.

The impact of society's stereotypical expectations for adolescents of both sexes has clearly been identified in the relevant literature (Schrof,1995). In spite of the influence of feminism, girls may get messages that their primary role in life is to marry, have children and become good wives and mothers. This may play havoc with the selection of long term goals and be damaging to some girls self esteem. From the study, the situation among the internal immigrants leads to low.

2.2 Emotional Challenges of Adolescence

2.2.1 Sexual Challenges

Significant and important increases in the production of sexual hormones occur during puberty. These results not only in changes to the body but also trigger an increase in sexual arousal and desire in both males and females. As sexual drive rises, the adolescent is confronted with issues of personal sexuality and sexual identity. These issues will influence the young person's decisions with regard to relationships.

In early adolescence, young people tend close relationships with friends of the same sex because they feel secure with them. (Blos,1979). Additionally, this is part of their process of movement away from dependency on their parents and family. During this time, some will become involved in sexual orientation with their friends. The researcher established that the local immigrants of Karirana engage in teenage sex leading to unwanted pregnancy and early marriages among many other related challenges captured in chapter four.

However, for others, the sexual feelings of early adolescence are managed through the use of fantasy and masturbation. The early stage of adolescence typically extends from age eleven to fourteen years. From this stage, the young person gradually moves into the late stage of adolescence which occurs typically from age fifteen to eighteen years. The early stage and later stage are differentiated by differences in cognitive, moral and social thinking (Dancey and Kenny, 1997).

By late adolescence, with the acceptance of the newly physically and sexually mature body, there is a gradual move in most young people towards heterosexual relationship. According to Colorusso, 1992 in Geldard and Geldard(2004), by late adolescence, many young people are psychologically ready for an active sexual life which includes intercourse. Some young people may at this stage begin to explore their sexual preferences and to make decisions with regard to homosexuality- As society as a whole tend to be homophobic, such explorations maybe a source of anxiety, particularly if the decision is to choose a partner of the same sex (Mabey and Sorenson, 1995).

With regard to sexual development, some young people have difficulty progressing from the early stages of adolescence through to the later stages. This maybe because they are unable to separate their own sexuality from their parents. As a consequence, they may engage in unhelpful fantasies which fail to direct them to appropriate non-incestuous partners (Colarusso,1992).

When assessing sexual development, it is important to recognize that early sexual encounter is not an indicator of rapid development progression. Indeed, it may be an indicator of childhood trauma. This was an issue among the adolescents of Karirana Tea Estate due to the deplorable housing condition and the “convenient” marriages that their parents are involved in.

2.2.2 Emotional Challenges

During adolescence, the rise in sexual hormones may influence the young person emotional state. These, however, do not act in isolation to cause mood changes. They act in conjunction with other major changes which are impacting on the young person

such as changes in social relationship, changes in beliefs, attitudes and changes in self perception.

Biological changes clearly present the adolescent with major challenges. The adolescent has to cope with body changes which may be disturbing and worrying and with the emergence of sexual urges which drive the young person into the exploration of new relationships which themselves produce new social challenges.

As adolescents progress on their journey of self discovery, they are continually having to adjust to new experiences, encounters and situations, while at the same time adjusting to biological, cognitive and psychological changes. This is both stressful and anxiety provoking for them. It is not surprising, therefore that adolescents demonstrate a decreased ability to tolerate, assimilate and accommodate change (Share and Share,1989). The adolescent developmental stage is therefore characterized by emotional reactivity and high intensity of emotional response. This makes it difficult for adolescents to control and modulate their behavioural response which at times maybe done inappropriately. Stimuli of relatively minor significance for most adults may result in significant mood swings for the adolescent who may respond with unexpected high levels of emotions including excitement, anger, sadness, depression and embarrassment. Adolescents clearly have a difficult time dealing with the heightened intensity of their emotions and reactions. The researcher established that these emotional changes cause strained relationships especially between adolescent girls and their mothers among the internal immigrants of Karirana. In extreme cases, such girls end up running from home leading to early marriages.

A major disruptive emotion of early adolescence is shame (Share and Share,1989). Adolescents frequently experience feelings of ridicule, humiliation and embarrassment that they tend to develop strong defense mechanisms which may include denial, projection and rejection. These defense mechanisms play an important role in the way early adolescents react to situations and interact with others. Inappropriate behaviour may often be a consequence of these internal ego – defending mechanisms (Geldard and Geldard,2004).

Reference to the internal immigrant adolescents, the researcher established that this was the situation among the adolescents of Karirana. This was especially the case after the 2007 Post Election Violence.

2.3 Social challenges of adolescence

2.3.1 Social development as a challenge

The world is a much bigger place for the adolescent. Suddenly, he expects freedom that until now has not been an issue. Most adolescents pull away from their home to some degree. This move away from home and towards peers is a normal part of adolescence. This does not mean that the parent is not important to the child. A solid and loving relationship between parent and child remains as crucial during this period of development as it was during the preschool years. He still needs to know that the parent is there for him. (Prutt,1999).

According to Geldard and Geldard (2004), a major challenge in adolescence is concerned with their need to find their place in society and gain a sense of fitting in that place. This is a process of socialization involving an adolescent integration with society. This process occurs at the same time as the search for personal identity. Indeed, socialization process and the search for personal identity are strongly interrelated and interdependent. Socialization enhances a sense of personal identity and the development of personal identity helps the adolescent to deal with the society's expectations and standards.

The wider society, parents, family and peer groups all have expectations regarding the adolescent. These expectations are based on appropriate assumptions that the adolescent is now becoming capable of behaving differently. The combined expectations of society, parents and peers, together with the newly-acquired psychological and cognitive changes challenge the adolescent to make changes in social behaviour. Based on this study, this was a very big challenge for internal immigrants as they strive to fit into an alien culture while their parents and relatives expect them to maintain their native culture and even marry members of their own communities.

2.3.2 Parental Expectations

Most parents do not know what is normal and realistic with regard to their adolescent children. As their children grow through adolescence, many parents become worried and at times distressed by behaviours which are normal for adolescents. Rutter (1995) believes that most adolescents are not particularly difficult or troublesome but the problem in Western society is how parents respond to the adolescence phase. She argues that the parents response may create negative feelings and catapult the adolescent into antisocial behaviour. In her discussion of the issues, she draws on research by Steinberg (1990).

Steinberg(1990) hypothesis is that when children reach puberty, the combination of the adolescent phase of development and the behaviours and emotions of parents produce tremendous changes in the parents with parents becoming increasing distressed. This may often be accompanied by a decline in marital satisfaction, regret for missed childhood opportunities, recognition of the ageing process, emotional rejection, isolation from an independent adolescent, increasing criticism from challenging teenagers, decline in respect for previously accepted authority and guidance, loss of youthful appearance and doubt about their own sexuality. These changes, Steinberg and Steinberg (1994) believe, often results in parents disengaging from their adolescents at a time when they need continuing guidance and support. Unfortunately, some parents withdraw from their adolescents at this time. Adolescents need to withdraw because becoming independent is central to their role- but this does lead to many parents feeling dismayed and abandoning them at a time when they need special care and attention because of the transitions they are making. Due to the high prevalence of marital conflicts and poverty, the internal immigrants' parents of Karirana are more likely to neglect their adolescents both emotionally and physically making the adolescents more prone to anti social behaviour.

Even when there are tensions in family life, the family remains one of the most effective vehicles for promoting values in adolescence, enabling adolescents to be successful at school and to have confidence in peer relationships. Steinberg and Steinberg (1994) find the common link between successful adolescents is that they generally have positive

relationships with their parents. Thus an important challenge for adolescents is to maintain positive relationships with their parents while achieving developmental goals, one of which paradoxically is to separate and detach from their parents which is an uphill task.

2.3.3 Adolescent's Expectations

A question of importance for all concerned parties is what adolescents themselves believe are their major challenges. Adolescents believe that their major challenges revolve around relationship issues with peers and others and performance issues with society, school or college (Younis and Smoller, 1985). There are some differences with regard to age. School pressures have been identified by young adolescents as being the most problematic whereas for adolescents of fourteen years and above, parent-adolescent conflicts were identified as being the worst problematic.

Issues concerning peer relationships were universally considered to present problems although more so, for the older adolescent (Spirito et al, 1991). Along with forming close relationships and friendships, most adolescents are interested in belonging to a group whose members share common attitudes and interests. Within these groups, they have strong expectations that their friends will be trustworthy and loyal to them. They tend to be intolerant of disrespectful acts, moodiness, stubbornness, conceit, drinking too much and bragging. Such behaviours are most likely to cause conflict (Younis and Smoller, 1985).

2.3.4 Peer Pressure and Influence

During adolescence, signs of social conformity begin to appear. That is, conformity to and influences of peers, not the parents. Boys may for instance pierce their ears like the rest of their peers while girls imitate mainly the dress code. Although these are superficial fashion statements, parents wonder whether this is a harbinger of more drastic changes and choices in the future.

Peer approval and acceptance during these years is important. As children grow into adolescents, they come to rely on their friends for everything from companionship to understanding. This "youth culture" serves to separate the current generation from the

previous one. Many parents, especially those with clear memories about their own adolescence do not lose any sleep over such signs of peer conformity. Of much greater concern is whether the teen is being led into self destructive behaviour or antisocial behaviour by his strong desire to be part of a group. Despite widespread publication about the generation gap, current research shows that the difference between parents and adolescents is not as great as most people think. Most adolescents indeed hold their parents in high regard.

Adolescents feel dual pressure to conform both to peers and to the standards established by parents at home. The teen therefore needs rules that are considerate and consistent as well as some room to experiment safely yet they also need to know that the parent will be a constant presence providing support and enforcing the rules and limits.

2.3.5 Spiritual Challenges

As adolescents seek to establish personal identity, they attempt to find meaning in their lives. They look within themselves to examine thoughts and feelings and to reason about them. This leads many young people answers to questions of a spiritual nature (Elkind, 1980). Conventional religious beliefs and participation in organized religious practices demonstrates aspects of spirituality.

Fowler (1981) believes that spirituality can develop only within the scope of the intellectual and emotional growth of the individual. In early adolescence, the emphasis is on symbolism rather than knowing factual truth. Later in adolescence, personal experiences, symbols and rituals may play a major part in the development of spiritual beliefs. At this stage, the young person is likely to recognize that other people might have different and equally valid ways of understanding and expressing their spirituality. Some adolescents find conventional religious systems problematic and inconsistent with their need to achieve some levels of separation from their family's traditions and values. These adolescents who are struggling with identity formation and are striving to find their place in society may be attracted to unorthodox religious cults and practices in order to explore their spiritual beliefs and values. Some adolescents will look for such cults to provide them with a deeper sense of meaning of life. Unfortunately, they may then

become involved in religious practices which are unacceptable in conventional societies. This may lead to the adolescent being marginalized.

Involvement in Satanism is an example of unorthodox way in which adolescents may seek unorthodox way in which adolescents may seek to explore their spirituality. Tucker(1989) suggests that adolescents are deeply fascinated by the kind of experience found in the practice of Satanism. Unfortunately, Satanism can seem attractive for a number of reasons. It provides a sense of group identity and bonding, the opportunity to develop a self perceived “charismatic” personality and powers because it engenders fear in others and freedom from the restrictions of conventional belief systems. It also offers the opportunity to reject mainstream religion openly. It is not surprisingly that some adolescents are attracted to this belief system

Conclusion

Clearly, adolescence is a time of change and crisis which may be adaptively encountered by some but for others, presents the possibility of undesirable cultural, social and emotional consequences. The primary goal of adolescence is to make the transition from childhood to adulthood. Adolescents need to do this while dealing with cultural and social challenges. It is in view of the above challenges that this study had set out to establish the social cultural challenges of internal migrant adolescents residing in Karirana Tea Estate in Limuru, Kenya and the role of life skills in dealing with the stated challenges.

2.4 Theoretical Framework

The study was anchored on three theories namely; the social learning theory, structural functioning and Erik Erikson psycho- social theory.

2.4.1 Social Learning Theory

The terms modeling, observation learning, imitation, social learning and vicarious learning are often used interchangeably. They all refer to the process by which an individual or a group (model) acts as the stimulus for similar thoughts, attitudes and behaviours on the part of observers (Bandura in Corey, 2006)

Bandura (Ibid) outlines three major effects of modeling. The first one is the acquisition of new responses and skills and the performance of them. This observational effect refers to integrating new patterns of behaviour based on watching a model of models. The second effect of modeling is the inhibition of fear responses which occurs when the observers' behaviour is inhibited in some way. In this case, the model performing an inhibited fear responses which occurs when the observer's behaviour is inhibited in some way. In this case, the model performing an inhibited either does not suffer from negative consequence or meet with positive consequence. This theory can be used to explain how the internal immigrant adolescents are influenced by their host culture including the language (Kikuyu), food preference and dress code and initially despise their own culture of origin as per the attitude of their host and also learn vicarious from the way their 'own' are treated by the 'host' peers.

2.4.2 Structural Functionalism

Structural functionalism concentrates on the positive and negative functions of social structures. Societal functionalism is a particular type of structural functionalism that aims to explain the role of social structures and institutions in society, the relationship between these structures and the manner in which these structures constrain the actions of individuals. According to structural functionalists, individuals have little or no control over the ways in which particular structures operate. Indeed, structural functionalists understand individuals in terms of social positions. It is not individuals who are ranked, but positions are ranked according to the degree to which they contribute to the survival of society. High ranking positions offer high rewards that make them worth an individual's time and effort to occupy.

On the other hand, Talcott Parsons's version of structural functionalism is perhaps the best known. According to Parsons, four functional imperatives are embedded in all systems of action, adaptation, goal attainment, integration and latency (also known as pattern maintenance). Adaptation refers to the fact that a system must adjust or cope with its external environment, particularly when this environment is deemed threatening. In order for a system to function effectively, it must first of all define the goals it hopes to achieve. Parsons called this functional imperative goal attainment. Integration is also

important to a system, because it needs to regulate the interrelationship of its component parts. Finally, a system needs to furnish, maintain and renew motivation for individual participation, including the cultural patterns that create and maintain this motivation. Parsons referred to these functions as latency and pattern maintenance. Parsons further differentiated among four types of action systems; the cultural, the social, the personality, and the behavioural organism. Each of these systems compels actors to perform a specific functional imperative. The behavioural organism takes care of adaptation, the personality performs goal attainment, the social controls integration and the cultural is responsible for the latency function.

This theory was relevant to this study as it can be used to explain how globalization and industrialization have interfered with the cultural roles of the institutions of family and marriage including gender roles of women working to supplement family income. This has consequently affected the social equilibrium and hence the various players have to adjust accordingly. Failure to adjust to the roles played by the extended family set-up has led to a crisis(disequilibrium) among the internal immigrant adolescents who face myriad psycho-social challenges that the study explored. In addition, the internal adolescents have to be motivated adequately to make them to maintain their ancestral culture.

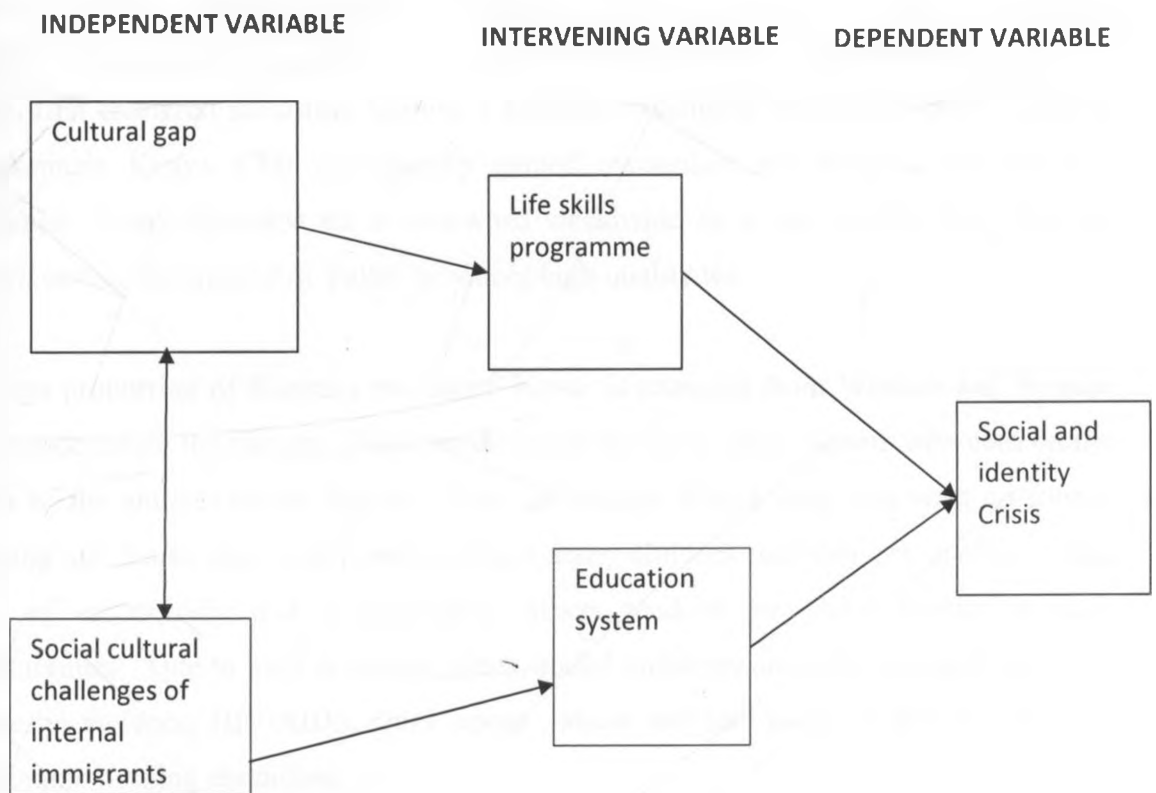
2.4.3 Psycho-Social Development

Erikson's view of development builds on Sigmund Freud's psycho-sexual stages. It accounts for forces influencing adolescent development and various phases of development (Corey, 2006). According to Erikson, the major development conflicts of the adolescent years are related to the formation of personal identity. Adolescents struggle to define whom they are, where they are going and how to get there. If they fail to achieve a sense of identity, role confusion is the result. This is because they experience diverse pressure from parents, peers and society; hence they often find it difficult to gain a clear sense of identity (Ibid).

Adolescents have the task of integrating a system of values that will give their life direction. In the formation of personal philosophy of life, they must make key decisions relating to religious beliefs, sexual ethics, values and so forth. In this search for identity, models are especially important.

According to Erikson’s (1963) psychosocial theory of development, the most important task of adolescence is to resolve the crisis of identity versus role confusion. The adolescent develops a sense of identity by adopting his or her own set of values and social behaviours (Erikson in Geldard and Geldard, 2004). This theory was very relevant to the situation of the internal immigrants who are faced with the additional challenge of combining their ancestral culture with that of their host peers leading to an identity crisis.

2.4.4 Conceptual Framework



CHAPTER THREE: METHODOLOGY

3.1 Introduction

Corsini (2002) defines methodology as the analysis and systematic application of procedures used in scientific investigation or in a particular research project. This section describes the procedures which the researcher followed while conducting the study. The section describes the area of study, research design, sampling procedures, data collection techniques, ethical issues, Data analysis and presentation.

3.2 Area of the study

The research was carried out at Karirana Tea estate which is in Limuru Constituency of Kiambu county. The estate is located ten kilometers east of Limuru town and about forty kilometers north-west of the city of Nairobi, the capital of Kenya. Most of the tea was planted between 1956 and the late 1960s; the factory was also built around the same period and commissioned in 1960. In 1956, karirana estates Limited was incorporated when Mackenzie Dalgelyt bought a number of farms to grow and manufacture high quality tea for export and appointed George Williamson Kenya, the managing agents. In 1986, first chartered securities, limited, a Kenyan investment holding company acquired Mackenzie Kenya LTD and thereby gained ownership and Karirana became self managed. Today, Karirana tea is renowned worldwide as a truly unique tea. The tea grown east of the Great Rift Valley produces high quality tea.

A large proportion of Karirana tea Estate labour is recruited from Western and Nyanza and reside inside the factory, These residents are basically wage earners who earn on the basis of the amount of tea picked. They are mainly school drop outs with no formal training and hence they marry early and get many children that they are unable to take care of emotionally and economically; others tend to be social misfits in their communities. Due to hard economic times, social problems are quite rampant including domestic violence, HIV/AIDS, child labour , abuse and also incest as they live in very deplorable housing conditions,

Their adolescents suffer additional challenges of emotional and physical neglect from their frustrated parents, identity crisis, teenage pregnancies and school drop outs leading to early marriages, HIV/AIDS culminating in a vicious cycle of poverty. In addition, they lack moral and social support from the extended family because they have been uprooted from their culture of origin and also lack successful role models from their immediate environment to emulate

3.3 Research Design

The study applied the qualitative design method to a large extent and quantitative design to a small extent. Mcleod (2011) describes qualitative research as a process of careful, rigorous inquiry into aspects of the social world. In this case, the researcher was interested in analyzing information on the social cultural challenges of the internal immigrant adolescents aged between eighteen and twenty-five years residing in Karirara Tea Estates based in Limuru, Kenya. This was done in a systematic manner in order to establish patterns and come to some meaningful conclusions and recommendations.

The researcher used the qualitative method as it permits the use of focused group discussion which creates room for the exploration of relationships. Qualitative approach also helps to gain insight into people's understanding of everyday life and how they are influenced by others. On the other hand, Mcleod (2008) explains that quantitative research is more concerned with measurements, charts and tables. The researcher used descriptive statistics to show distributions, relationships, for comparison purpose in terms of texts, percentages, charts and tables.

3.4 Sampling Procedure

The researcher used both probability and non-probability methods during the study. She began the sampling procedure by obtaining the sampling frame from the Karirana Tea factory and two schools that facilitated the selection of a representative sample that ultimately allowed for generalization. The target schools were Tigoni and Gitiha High schools and dropouts residing within Karirana Tea Estate. Karirana estate was chosen as it is the biggest tea factory in Limuru and hence the findings could be generalized to all the tea estates in Limuru. The two schools were selected as they are the only public

school in the area where the students of Karirana attend. The researcher confined herself to respondents with the following characteristics that set them aside from the rest of the population; That is, adolescents aged between eighteen and twenty-five years who are internal immigrants residing within Karirana Tea Estates. This was followed by the lottery method (in Tigoni secondary only) where a representative sample of internal immigrants were picked randomly after obtaining the number of the internal immigrants from the two schools; gender consideration was also factored. A pilot study at Tigoni secondary indicated that there are approximately eighty (80) internal immigrants adolescents aged between 18 – 25 years from Karirana Estate.

The researcher therefore picked thirty-four respondents randomly using the lottery method out of which she interviewed sixteen males (who are more) and eighteen females. The initial plan was to interview more males but they declined to be interviewed and the researcher had to respect this as per the ethical guidelines. Since Gitiha Secondary school has less internal immigrants owing to its distance from Karirana, the researcher interviewed eleven respondents using the purposeful sampling method: That is, six (6) males and five (5) males from a population of twenty(20). This amounted to a total sample of forty-five (45) respondents from the two schools from an approximate population of 150 internal immigrant adolescents residing in Karirana.

The sources of data were the chief's office, the factory administration and Tigoni and Gitiha secondary schools including the internet. Karirana Tea factory has a population of approximately 900 residents. Out of this, 70% are likely to be internal immigrants while 30% are likely to be adolescents amounting to 189 adolescents. Out of this number, 150 was the researcher's target population aged between 18 – 25 years.. The researcher therefore interviewed 30 dropouts using purposeful method residing in Karirana and 45 students from both schools. The initial plan was to interview the same number of drop outs (45) but it was not possible to get the dropouts as most of them have left the factory. The results were then compared to assess the effectiveness of the life skills programme offered in schools in helping the internal immigrant cope with the social cultural challenges of adolescence.

3.5 Study Instruments

The researcher used the following research instruments and tools during the study process;

Use of a Questionnaire; The researcher used this tool since it ensures that confidentiality is held through the highlighted ethical considerations. It is also time saving and ensures uniformity in that similar questions are asked to the same set of respondents.

Questionnaires were administered to obtain the required information on the social cultural challenges of the internal immigrant adolescents. This was administered to the two sets of respondents. The reason for use of a structured interview was because it helps in the standardization procedure, by having the same questions administered in the same order and using similar words to all respondents in order to ensure consistency and validity.

The questionnaire comprised of three sections; the first section was on demographic information, the second section contained statements on the social cultural challenges that the adolescents were expected to either agree or disagree while the last section contained open-ended questions that the respondents were expected to respond briefly. This was administered to the students and the school dropouts.

Focus Group Discussions (FGDs); The researcher used focus group discussion during the study as a way of drawing upon respondents' attitudes, beliefs, experiences and reactions that was not possible using the questionnaire.

This was done in groups of tens for the high school respondents in Gitiha secondary school while gender was the dividing factor in Tigoni secondary school. The use of focused group discussion was advantageous because it was flexible and enabled the respondents to ask for clarifications when a need arose. It was also more detailed and had a personal touch. In addition, the researcher also sought for consent to use a tape recorder that aided to get all information without writing and was also facilitative in data analysis.

Key Informant Interviews; The researcher used face to face interviews to collect a wide range of information on the social cultural challenges faced by the adolescents of Karirana. Key informant interviews were administered to the factory's supervisors, the area chief, the schools principals and the schools counsellor so as to get more detailed insights into the social cultural challenges of the internal immigrant adolescents.

Data was collected with the aid of some two research assistants that the researcher had trained. Prior to the administration of the questionnaire, it was pretested with random respondents from Tigoni Secondary school.

Observation; The researcher got a lot of information from observing the respondents as they picked tea and also their non- verbals as they participated in FGDs. In addition, she got information about their deplorable housing and social environment when she visited the residential Estate. This confirmed the information from the chief and the teachers as key informant guides.

3.6 Ethical Considerations

According to Corsini (2002) ethical means in accordance with the principles of conduct that are considered correct, especially those of a given profession or group. McLeod (2008) asserts that it is necessary to give careful consideration to ethical issues at all stages of the research process including during the planning, implementation and dissemination of results. In carrying out the research, the following ethical principles were observed

- **Beneficence;** In carrying out the research, the researcher ensured that the respondent's wellbeing was observed and that they were not wounded in any way. Their dignity as human beings was upheld by refraining from asking humiliating questions during the FGDs.
- **Autonomy** (respecting the rights of the client to take responsibility for himself/herself). No respondent was coerced to participate in the research including the boys from Tigoni secondary school. Rather, it was voluntary and respondents only responded to the questions that they felt safe to answer.

- **Non-malefficiency;** (avoiding doing harm to clients). This was observed through confidentiality as respondents were not expected to write their names on the questionnaire.
- **Justice;** (treating everyone in a fair and just manner). All respondents were treated the same and were subjected to similar treatment including answering the same set of questions.
- **Fidelity;** (making honest promises and faithfully honouring the commitments to clients). The researcher adhered to all the principles that were stipulated in the consent form including adhering to the appointments for the interview

3.7 Data Analysis

Data was analyzed using both qualitative and quantitative data analysis method. That is, non-empirical analysis. This was guided by the research objectives and the themes in the literature review. The aim of data analysis was to establish patterns, trends and relationships from the information that was gathered from the respondents that was supported using the predicted literature in chapter two. The obtained data was then analyzed in a systematic way using percentages, tables and charts in order to come to some useful conclusions and recommendations.

The unit of analysis was the social cultural challenges of the internal immigrant adolescents residing in Karirana Tea Estate. In addition, the units of observation were the students of Tigoni and Gitiha secondary schools, the school drop outs based in Karirana Tea Estate and qualitative data from the chief, school administrators and the factory supervisors as key informant guides.

3.8 Challenges encountered

The situation on the ground proved to be very different from what the researcher had predicted regarding the sample size. For instance, she had planned to interview forty-eight drop outs but could only interview thirty as they do not reside inside the Estate after majority age. It also turned out to be very expensive and rough as she had to go to the farms and explain her intention to them while waiting for the truck to pick their tea.

Some were simply difficult and refused to cooperate while a good number did not follow the instructions and hence the low number of respondents.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter presents an analysis of the study findings on the social cultural factors faced by the internal immigrant adolescents of Karirana Tea Estate. The findings are presented and analyzed with descriptive statistics in the form of tables, texts, frequencies, percentages, charts and bar graphs. This enabled the researcher to come up with descriptive statistics that facilitated data interpretation, drawing of conclusions and appropriate recommendations from the study.

The data is geared and organized towards the objectives of establishing the social cultural challenges of the internal immigrants adolescents of Karirana, determining the effects of the missing cultural role in the adolescence process and exploring the role of life skills programme and high school in helping the internal immigrants of Karirana cope with the social cultural challenges of adolescence and filling the cultural gap. The findings are presented in two parts; data presentation and data analysis and interpretation. The researcher had targeted 96 study participants out of which she interviewed 76 respondents forming 79.2 percent of the response rate.

4.1 Data presentation

A structured questionnaire was administered to establish the social demographic profile of the high school respondents and the drop outs. The following table summarizes the findings from the questionnaire.

Table 4.1.1 below indicates that 49 percent of the high school respondents were males with 51 percent females while the drop outs comprised 73 percent males and 27 percent females. This shows that gender differences were taken into account to ensure that the views of both were captured among the students. The male dropouts however, were more than the females due to their availability as the girls who drop out mainly get married or are employed as domestic workers. It is also worth noting that the males currently in school are more than the females but were not willing to be interviewed and the researcher could not coerce them as per the ethical guidelines.

Table 4.1.1: Demographic characteristics/profile of both Students and Drop outs

		Demographic Profiles			
		High School Respondents		School Dropout Respondents	
Demographic characteristics		Frequency	Percentage	Frequency	Percentage
Gender					
	Male	22	49	22	73
	Female	23	51	8	27
	Total (n)	45	100	30	100
Age of Respondent					
	13 to 15 years	5	11	0	0
	16 to 18 years	30	67	4	13
	19 to 20 years	10	22	12	40
	Over 20 Years	0	0	14	47
	Total	45	100	30	100
Are both Parents Alive?					
	Yes	31	69	22	73
	No	14	31	8	27
	Total	45	100		100
Parent Marital Status					
	Married	18	40	19	63
	Separated	12	27	5	17
	Single	10	22	5	17
	Widowed	5	11	1	3
	Total	45	100	30	100

The table further indicates that most (67 percent) of the students who were interviewed were aged between sixteen to eighteen years while the drop outs were mainly over twenty years (47 percent) as they are the ones available for the interview. However, by the time they were dropping out of school, they were younger but they turned out to be better placed to articulate the social cultural challenges that they had experienced in retrospect.

The other observation was that over 60 percent of the respondents' parents are alive. However, over 50 percent of their parents are single hence explaining the social cultural challenges encountered. These adolescents lack proper role models from their parents who have no moral authority to guide them. It was further established from the area chief

and the guidance and counselling teacher that even those who claim to be married are in convenient arrangements in a “come we stay” marriages. One student confessed during the FGD that she feels confused as the step-father is from a different community from her biological father posing an identity crisis on top of the additional challenge of being raped and cultural confusion.

Respondents residence and home of origin.

The study sought to determine the parents' home of origin and their current residence for both students and drop outs. The following table shows that slightly more than half (51 percent) of the students are from Karirana while 73 percent of the drop outs were also from Karirana Estate. A significant number of the students' respondents were from Mabroukie Tea factory which has more or less the same characteristics as Karirana. The findings can therefore be generalized across Karirana Tea Factory.

Table 4.1.2 Respondents current residence and home of origin

		High School Respondents		School Dropout Respondents	
Demographic characteristics		Frequency	Percentage	Frequency	Percentage
RESIDENCE					
	Karirana tea Estate	22	51	22	73
	Mabroukie tea Estate	23	49	8	27
	Totals	45	100	n-30	100
HOME OF ORIGIN					
	Kisii	13	29	14	47
	Kakamega	18	40	10	33
	Kisumu	2	4	1	3
	Others	12	27	5	17
	Total	45	100	n-30	100

Table 4.1.2 above further reveals that most (40 percent) of the respondents currently in school are from Kakamega while majority (47 percent) of the drop outs are from Kisii as per the target group of the researcher meaning that the researcher focused on her target group and that the findings can be generalized to all internal immigrant adolescents residing in Karirana.

4.2 Main Findings

This section will analyze the findings of the study according to the objectives of establishing the social cultural challenges of adolescence, the effects of the cultural gap and the role of life skills and high school in helping the internal immigrant adolescents of Karirana cope with the stated social cultural challenges. This will be done using tables, frequencies, percentages and pie charts drawn from section 2 and 3 of the questionnaire.

4.2.1 The Social challenges of Adolescence

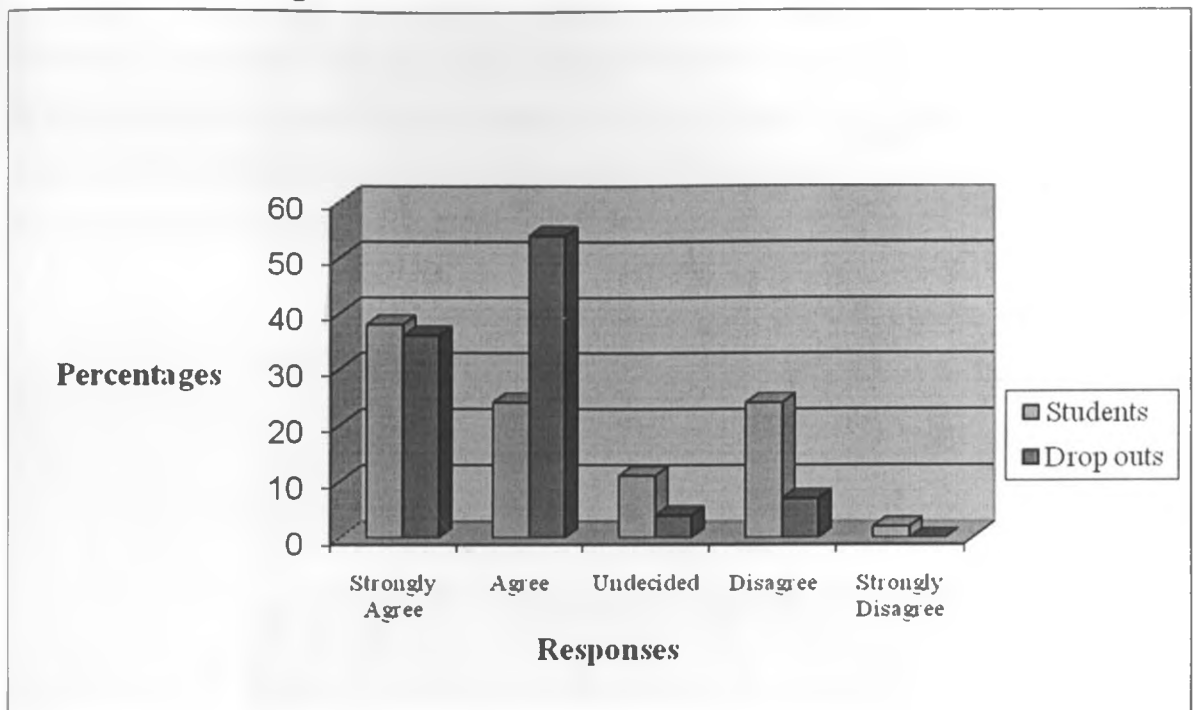
The first objective was to establish the social cultural challenges faced by the internal immigrant adolescents of Karirana. These included emotional challenges, sexual challenges, peer influence, rebellion and mood swings. The findings are discussed below;

a) Emotional challenges of adolescence

The study sought to establish how the internal immigrant reacted towards the changes of adolescence in order to establish whether there was some emotional challenge. It is worth noting that emotional challenges were inferred from the responses in terms of feelings.

Figure 4.2.1 below indicates that the drop out respondents suffer from more emotional challenges than the students as evidenced by the high number (52 percent) who agreed that they were embarrassed by the physical changes associated with adolescence. This could be due to the interventions made by the teachers and the assurance to the students to the effect that the changes are normal coupled with increased self esteem. In addition, the students currently in school confessed through FGD that they had been equipped with some life skills of dealing with the challenges of adolescence. They had also learnt vicariously through the experiences of the older students. It can therefore be deduced that the students are better equipped to handle the social cultural challenges of adolescence more than the dropouts.

Figure 4.2.1 Whether students and dropouts feel embarrassed about their physical changes .



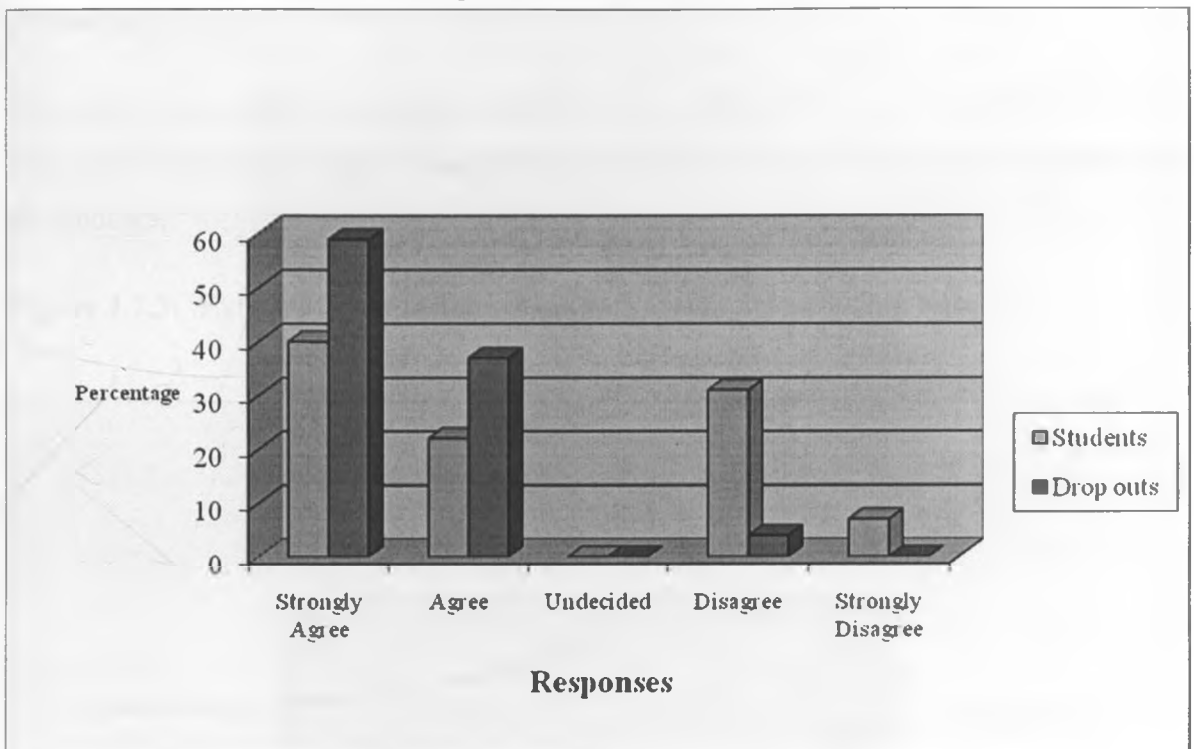
b) Sexual challenges among the adolescents of Karirana

As per the objective of establishing whether sexual attraction is the greatest social challenge faced by the internal immigrants of Karirana, the following were cited as the challenges faced by the High school respondents during the focused group discussion. They find themselves getting attracted to members of the opposite sex despite the knowledge of the consequence of premarital sex. This was supported by 62 percent of the responses from respondents on the question of whether sexual attraction was the greatest challenge. Some have engaged in sex which has resulted in them getting pregnant and consequently dropping out of school and getting married. Sex leads to poor performances and consequent poor relationships with their parents and guardians. Hence, sexual attraction per se was not the challenge but the challenge was the consequences of premarital sex as explained above.

The study had also set out to establish whether sexual attraction was the greatest challenge. From figure 4.2.2 below, it can be concluded that sexual attraction is the greatest emotional challenge among the Internal Immigrant adolescents evidenced by 38

percent and almost 60 percent who strongly agreed that sexual attraction was the greatest challenge which is higher among the dropouts hence leading to other challenges like unwanted pregnancies, early marriages and prostitution. The possible explanation is due to the interventions made by the teachers who equip them with the necessary life skills and are not idle like their drop out counterparts. This explains why about 35 percent of the students disagreed that sexual attraction was the greatest challenge.

Figure 4.2.2: Whether attraction of the opposite sex was a major challenge amongst students and dropouts.



This view was supported by the responses on the question of establishing the social challenges which cited sexual attraction, rebellion, mood swings and peer pressure as the challenges experienced in that order.

In addition, unplanned pregnancies are more prevalent among the school dropout than the students and in the event of some getting married, most of such marriages do not last the girls are still immature emotionally. On the other hand, sexual attraction also emerged as a greater challenge among the dropouts as evidenced by 63 percent of the responses on

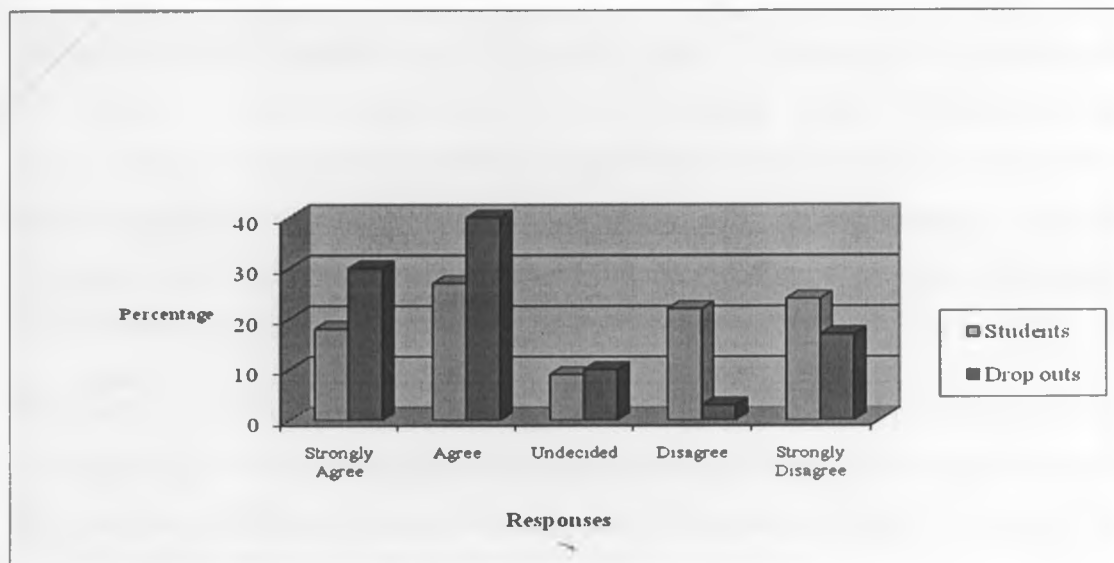
the emotional challenges which led to some getting pregnant when they are not ready and consequently dropping out of school.

This confirms Mabey and Sorenson (1995) explanation that significant and important increases in the production of sexual hormones occur during puberty triggering an increase in sexual arousal and desire in both males and females. These sexual urges may drive the young person into the exploration of new relationships which themselves produce new social challenges.

c) Peer Influence

The study also sought to establish whether peer influence was a major social challenge among the internal immigrant adolescents of Karirana. Figure 4.2.3 below summarizes the findings.

Figure 4.2.3: Extent of Peer influence amongst students and drop outs



From figure 4.2.3 above, it can be deduced that peer influence is a key challenge among both the students and drop outs. However, it is of a greater challenge among the dropouts as evidenced by 30 and 40 percents of the respondents who respectively strongly agree and agrees that they follow their peers' opinions more than their parents.

The study further revealed through Focused Group Discussion from the students that boys steal to buy drugs like cigarettes, bhang, khat and alcohol. They also steal to get money to lure their girlfriends into sex like the rest of their peers. Girls on the other hand get boyfriends to fit in and also get money to buy things that their parents are unable to buy for them including sanitary pads, inner wears and fashionable shoes like their peers. It also emerged that girls also steal and engage in sex with older men just to “fit in” with their peers leading to other related challenges like pregnancy and sexually transmitted diseases. They added that once they are addicted to drugs, they can get into other vices like stealing and sex with numerous partners to sustain the habit.

On the other hand, the drop outs are also more influenced by their peers as evidenced by 53 percent of the responses. Some were influenced by their peers to drop out of school and also engage in illegal gangs. Girls who were influenced by their peers to have sex with married men got pregnant, were chased by their parents and were forced to relocate back to their ancestral home. Others are neglected by their parents both emotionally and economically leading to other challenges like prostitution. Boys on the other hand are influenced by their peers into sex and hence they steal to entertain their girlfriends while a few engage in sex with older women. Due to idleness, chances of girls starting sex earlier than their high school counterparts are higher leading them to rebel from their parents, become pregnant, prostitution or worse still acquire sexually Transmitted Diseases. Some of them get married to very old men leading to very low self esteems as a result of shattered dreams.

As a result of dropping out of school, their education is terminated prematurely, chances of them getting white collar jobs are very slim and hence they get into informal trainings like mechanic, hairdressing and tailoring courses. Such people cannot be absorbed by the factory as they are underage and have to wait until they attain the legal age of working. In addition, such dropouts find it more difficult to earn decent and good paying jobs compared to their counterparts who have higher hopes of having better jobs. The boys are more likely to engage in petty crime and odd jobs like hawking to edge a living while others work illegally. Due to the frustration of meeting the basic needs and to have the courage to engage in crimes, drop outs influence each other into drug abuse and hence it

is more prevalent compared to the students. This information was obtained from the area chief and a factory administrator as a key informant guides.

This is in line with Younis and Smoller (1985) explanation that during adolescence, signs of conformity begin to appear where influences of peers and not parents become more important. As children grow into adolescents, they come to rely on their friends for everything from companionship to understanding. However, they still hold their parents in high regard hence experiencing dual pressure to conform both to peers and the standards established by parents at home.

d) Rebellion

The study also set out to establish whether rebellion was a challenge among the internal immigrants of Karirana. From the findings, rebellion emerged as a Key challenge during adolescence. Most adolescents have strained relationships with their parents due to their tendency to do things their way as opposed to what they are advised to do by their parents and elders. These adolescents feel like adults and hence do not want to be told what to do. This was confirmed by a majority (74 percent) of the high school respondents who answered that they had strained relationship with their parents. This is also related to spiritual rebellion where the internal immigrant adolescents do not attend the churches (denominations) of their parents. They prefer the churches that their peers attend and where they will have the freedom of meeting members of the opposite sex. Some added that the denominations of their parents are too boring and rigid. Prolonged rebellion between girls and their mothers finally result in some running away from home, hence dropping out of school and getting married prematurely. These views were confirmed by the principal who added that most of their parents do not have the moral authority to guide their adolescents as they are also engaged in immorality and have multiple partners. This observation is supported by the demographic profile which indicated that most of these parents are single.

These sentiments were echoed by the dropouts whose situation is worse as their parents are normally bitter especially with the ones who rebel and become pregnant. The consequence is normally dire as some are neglected by both their boyfriends and parents

hence running away from home. They suffer the additional challenge of emotional and physical neglect and low self esteem. The girls who drop out of school hence get married prematurely (before eighteen years). Unfortunately, most of such marriages do not last due to other related social challenges like poverty. Such girls are exposed to numerous emotional, physical and social problems that put their lives and that of their babies at risk. This is in line with Geldard and Geldard (2000) assertion that the most important social and psychological task for an adolescent is the formation of personal identity. In the researcher's view, it is this quest for personal identity that results in a state of rebellion in the process of them wanting to be different from their parents. This view is also supported by Archer (1997) who observed that whereas a child is joined with parents and family, the adolescent moves away into a separate individual and hence individuation occurs

e) Mood swings as a social challenge

The other challenge cited by the high school respondents is mood swings by the girls evidenced by 44 percent of the responses especially before the onset of menstruation while some stay away from school as they cannot afford the required sanitary towels hence affecting their relationship with others and affecting their academic performance negatively.

These sentiments were echoed by the dropouts who also experience mood swings as they are at the mercy of their hormones leading to strained relationships with their parents and husbands. Dropouts suffer the additional challenge of taking care of children and a husband when they are emotionally immature and are also struggling financially leading to a crisis unlike their high school counterparts who have a lot of moral and emotional support from their parents, teachers and peers.

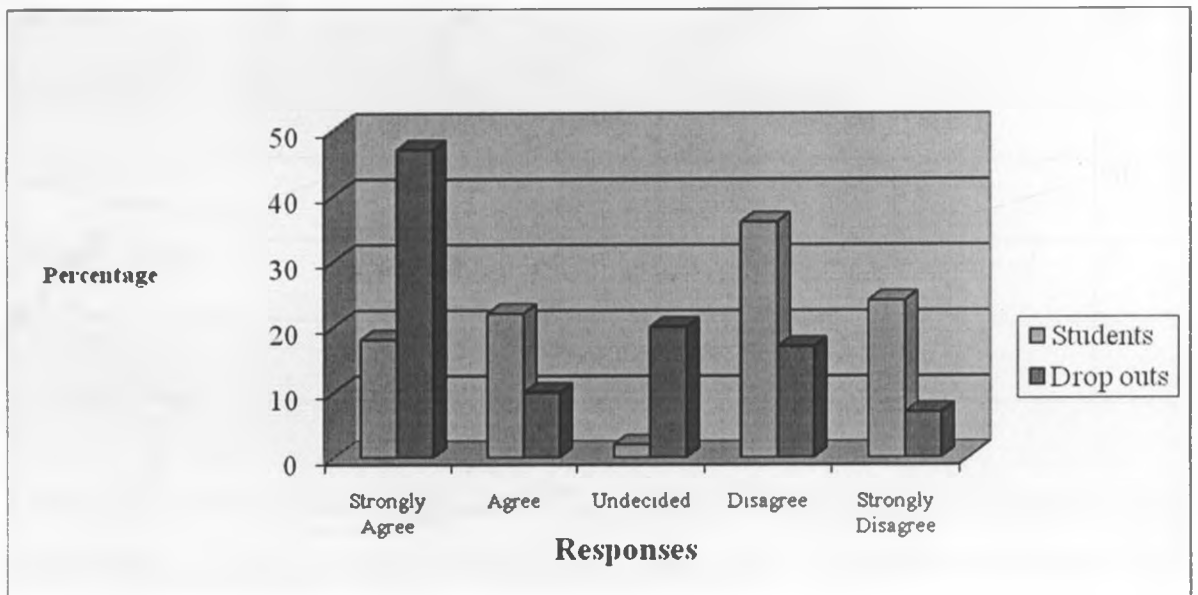
4.2.2 Cultural challenges

Effects of the Cultural Gap among the Internal Immigrants Adolescents of Karirana

The study also sought to establish how the internal immigrant adolescents of Karirana are affected as a result of growing away from their "home culture". Figure 4.2.4 below

summarizes the level of understanding of their home culture. The figure indicates that the internal immigrant adolescents have very scanty information about their home culture yet their parents expect them to follow it. This can be as a result of growing away from their home culture and the fact that they spend most of the time with their host peers hence they have picked the “host peers” language. Some feel confused as they do not know their home culture yet their “host peers” despise their culture. These findings are supported by Eric Ericson(Corey, 2006) explanation about the process by which an individual or a group (model) acts as a stimulus for similar thoughts, attitudes and behaviours on the part of the observer.

Figure 4.2.4: Level of understanding of the home culture amongst the dropouts and students



As per the objective of determining the effect of the missing cultural role in the adolescence process of the residents of Karirana, it emerged from the discussion with the high school respondents that they have very scanty information about their home culture as their parents had not told them about it yet they expected them to follow it. This was supported by 58 percent of the responses and hence posed a major challenge evidenced by the confession that when they visit their ancestral home, they normally experience communication barrier and do not fit due to their food preference and dress code.

Table 4.2.1 below further explains the role of the extended family set up in preparing the adolescents of Karirana for adolescence and whether their situation would be different if their relatives were around.

Table 4.2.1 Effect of the missing cultural link amongst students and drop outs

Respondents currently in School			Dropouts		
LEVEL OF AGREEMENT	FREQUENCY	PERCENTAGE	LEVEL OF AGREEMENT	FREQUENCY	PERCENTAGE
Strongly Agreed	22	48	Strongly Agreed	9	30
Agreed	14	31	Agreed	16	54
Undecided	1	2	Undecided	1	3
Disagree	7	17	Disagree	3	10
Strongly disagree	1	2	Strongly disagree	1	3
TOTALS	45	100	TOTALS	30	100

Table 4.2.1 above indicates the role of the extended family setup in preparing the adolescents of Karirana and helping them cope with the cultural challenges of adolescence as evidenced by 48 percent and 31 percent of the students who strongly agreed and agreed that if relatives were around, their adolescence would be better. These sentiments were also echoed by the drop outs with 30 percent and 54 percent who strongly agreed and agreed that their plight would be different if their relatives were around. This confirms Balmer's (1994) view that the extended family constituting of aunts, uncles and grandparents who used to educate children about growing up no longer do so due to industrialization and consequent breakdown of social norms. Many of these relatives are too busy or too far to attend to the needs of growing children.

On the other hand, their host peers despise, ridicule and discriminate them as evidenced by the use of derogatory names. They refer to them as Internally Displaced People (IDPs) and are discriminated in group discussions. The males feel frustrated as they cannot date girls of their host peers fearing intimidation. They feel less of citizens. These sentiments emerged during FGD. The students also find some practices of the “host culture” strange, ridiculous and simply ridiculous. One participants confessed during the FGM that she had been warned by her mother that;

“ Never bring to me a kikuyu man as a suitor, they are very irresponsible ”

The adolescents who dropped out face the additional challenge of being threatened as some of them are working and are normally threatened by their “host colleagues” that if they report them to the authorities, they will face the music during the forth coming general election

On the objective of establishing the effect of the missing cultural link, the students confessed that as a result of not fitting in their ancestral culture and being despised by their host peers, they feel confused and wonder who they are, why they are different, where they belong and feel torn between the two cultures. These sentiments are an indication of an identity crisis which posed a major cultural challenge.

These feelings were echoed by the drop outs who feel alienated, oppressed, confused, embarrassed, not valued and not belonging anywhere. Half of them prefer the “host culture” while the rest are forced by circumstances. In addition, they disclosed that their parents expect them to follow their home culture including marriage yet they have not told them about it. However, a few parents expect them to combine the two cultures by picking what is good in both cultures.

The above findings confirms Watterman’s (1984) view that for adolescents who belong to ethnic minority groups, there are special problems with regard to establishing personal identity. Watterman (1984) has suggested a model of ethnic identity formation. In the first stage of ethnic identity development, minority adolescents accept the values and attitudes of the majority culture. This often includes internalizing negative views of their own group. He has suggested that this model of ethnic identity development continues

until individuals have an experience of racism or prejudice which forces them to see themselves as members of a minority group. This awareness then leads them to a personal ethnic identity search. The search involves efforts to learn about their own culture and is likely to be highly emotional. In this stage, emotions such as anger and outrage maybe directed towards the majority society. A satisfactory outcome of this ethnic identity process can then be achieved with individuals developing a deeper sense of belonging to a group. This is the current situation among the internal immigrant adolescents of Karirana especially after the 2007 Post Election Violence.

4.2.3 The role of high school in helping students cope with social cultural challenges

As per the objective of establishing the role of high school in helping the internal immigrants cope with the stated social cultural challenges of adolescence, the students confirmed that they were a lot better than their counterparts who dropped out of school as they are guided by their teachers and guest counselors on the same beside receiving a lot of moral and material support from their parents. They also added that their self esteems are higher as they have added a lot of value including a vision of a brighter future unlike the drop outs that are very idle while some have engaged in petty crimes and drugs due to idleness.

Figure 4.2.5:How high school helps students cope with social cultural challenges

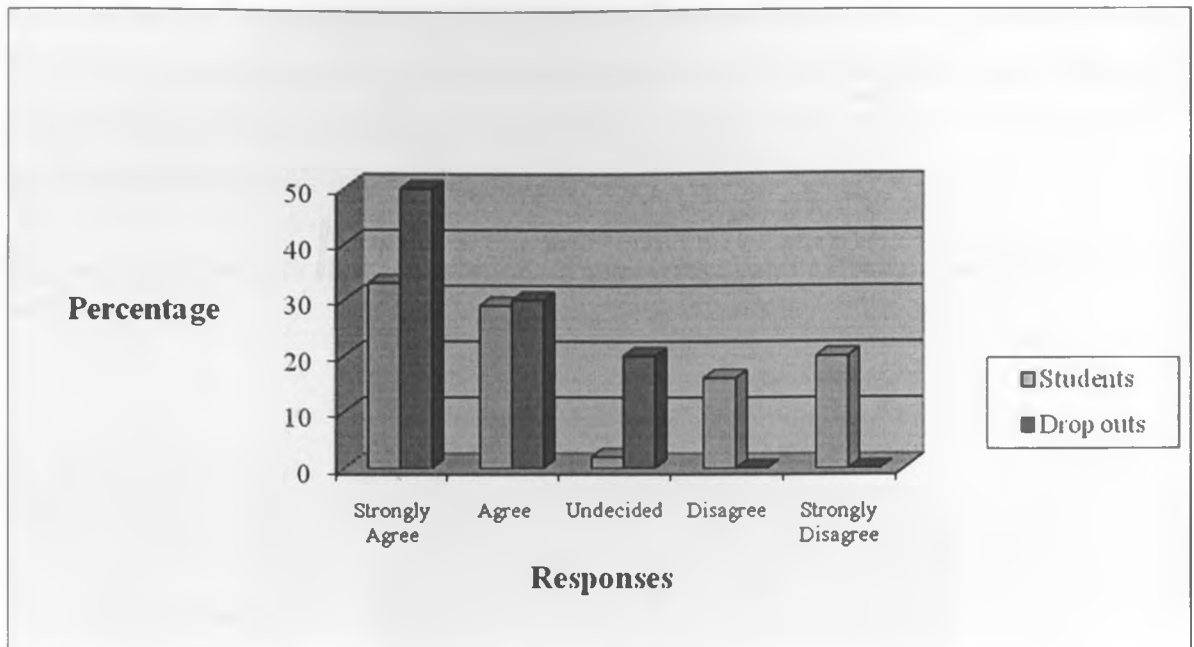


Figure 4.2.5 above indicates the role of high school in helping students deal with the social cultural challenges unlike their drop outs counterparts who are idle and have little moral and social support.

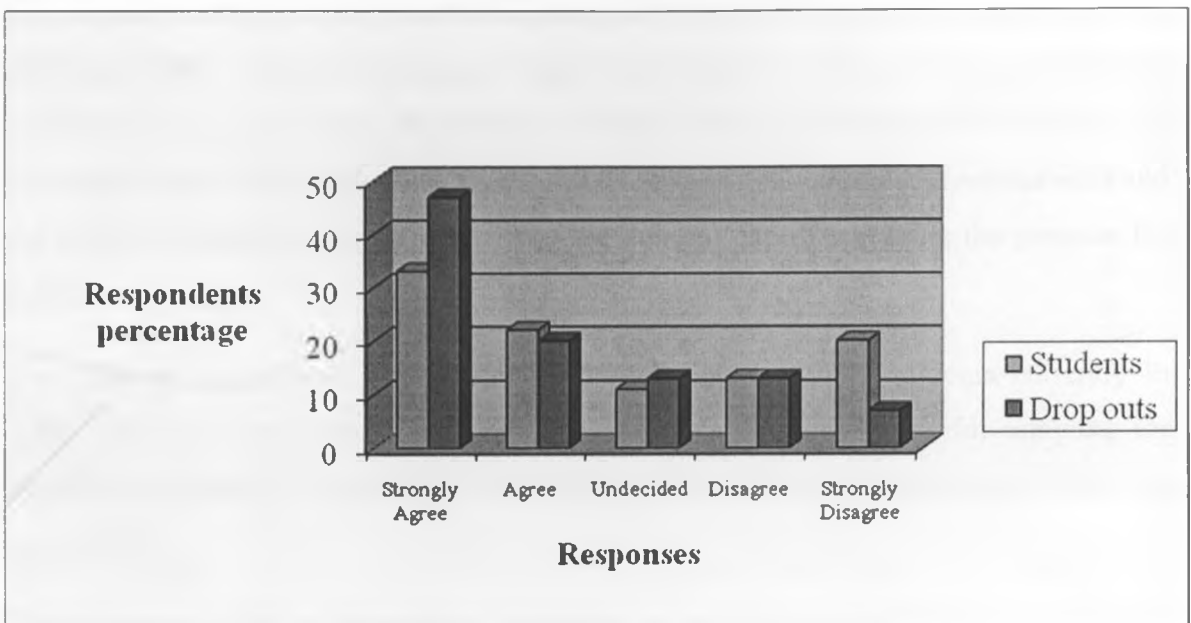
4.2.4 Intervention of life skills in counteracting social cultural challenges

The study also set out to establish the role of life skills programme in helping the internal immigrant adolescents cope with the social cultural challenges. On the question of establishing the role of such a programme in helping the internal immigrant adolescents cope with the social cultural challenges, a considerable number (47 percent) of the high school respondents confirmed that they had been told about adolescence and equipped with some life skills of overcoming the challenges. In addition, some confessed through FGD that they normally talk to the counseling and guidance teacher when overwhelmed by social cultural challenges while the rest are assisted by their parents and friends. They added that they are advised to practice delayed gratification. One respondent explained;

“We are told that these feelings have always been there and boys will always be there. Wait until you go to the university and you will get better quality boys.”

This contrasts sharply with the situation of the school drop outs who wish that they had continued with high school so that they could benefit from advice from teachers; an observation that is supported by 80 percent of the responses. This confirms Talcott Parsons(Internet) suggestion on the adoption function in which a system must adjust or cope with its external environment or suffer from a state of disequilibrium manifested by the numerous social cultural challenges.

Figure 4.2.6 How Life skills help students cope with social cultural challenges of adolescence



The above figure captures the significance of life skills in filling the cultural role and helping the Internal Immigrant adolescents cope with the social cultural challenges of adolescence. This is evidenced by 48 percent of the dropouts who strongly agreed that if they were in high school, their situation would be better in terms of the experienced social cultural challenges.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study was based on the background of a breakdown in the traditional practice of preparing young people for adolescence during the initiation period and pointed out that the turning point was the adaptation of the western influence. Due to this breakdown, there has been some confusion as young people get into this period without any preparation as more parents spend more time in formal employment away from relatives (Balmer, 1994). The stated changes have contributed to the acknowledgement that adolescence is a new social phenomenon that has not been investigated in Kenya and especially among the residents of tea estates to establish its particular characteristics and the role of the education system in filling the cultural gap of preparing the preteens for adolescence.

Two sets of respondents were interviewed including forty-five students currently in school through random sampling and thirty dropouts through purposeful sampling for comparison purpose to assess the effectiveness of the life skills programmes offered in schools.

This chapter presents a summary of the findings, conclusions and recommendations of the study whose aim was to establish the social cultural challenges of the internal immigrant adolescents of Karirana, the effect of the missing cultural link and the role of both high school and life skills in helping the adolescents cope with the social cultural challenges. The summary of the findings, conclusions and recommendations are based on the study objectives;

5.2 Summary of the findings

The findings of this study point to numerous social cultural challenges faced by the internal immigrants of Karirana Tea estate. The key challenges included attraction of the opposite sex, peer influence, rebellion and mood swings. Out of these challenges, attraction of the opposite sex emerged to be the greatest challenge as evidenced by 62 percent of the responses from the questionnaire coupled with focused group discussion

and the key informant guides. Among the challenges associated with attraction of the opposite sex include pregnancy, dropping out of school and getting married. The dropouts have the additional challenges of getting married when they are not emotionally ready in addition to emotional and physical rejection from their boyfriends and parents while the males are forced by circumstances to engage in petty crimes posing the challenge of being arrested.

Peer influence also emerged as the second major challenge evidenced by 44 percent of the responses of the students currently in school. The Focused Group Discussion established that boys steal money to buy drugs like cigarettes, alcohol and bhang; an indication that substance abuse is also a challenge that is more prevalent among the dropouts who take drugs to engage in petty crimes. The boys also steal to get money to lure their girlfriends into sex like the rest of their peers. The FGD further revealed that girls are also influenced negatively by their peers by having boyfriends to “fit in” and buy material things that their parents are unable to buy for them. On the other hand, the dropouts are more influenced by their peers as evidenced by 53 percent of the responses. Consequently, through idleness, girls were influenced into early sex with older and married men, got pregnant and either engage in prostitution or relocate back to their ancestral home. Boys who were influenced by their peers suddenly found a very hostile social environment as they are neglected by their parents and are forced into odd jobs and petty crimes for survival.

Rebellion also emerged as a key challenge during the FGD and the responses from the questionnaire. Most (74%) adolescents of Karirana have strained relationships with their parents due to their tendency of doing the opposite of what they are told. This is related to spiritual rebellion where the students do not attend the denominations of their parents as they prefer the churches of their peers. These sentiments were echoed by the dropouts whose situation is worse as prolonged rebellion led to them dropping out of school and became pregnant and run away from home. The boys get hooked to drugs and also engage in petty crimes.

Mood swings also emerged to be a challenge among the girls of Karirana evidenced by 44 percent of the responses as they are at the mercy of their hormones. This happens before the onset of menstruation. The drop outs added that these mood swings lead to strained relationships with their parents and husbands. They suffer the additional challenge of taking care of children and a husband when they are emotionally immature unlike their high school counterparts who have a lot of moral and emotional support from their parents, teachers and peers.

Identity crisis also emerged to be a major challenge for the internal immigrant adolescents of Karirana. The study established from FGD with the high school that they have very scanty information about their home culture as their parents had not told them about it yet they expected them to follow it. This was supported by 58 percent of the respondents who explained that challenges encountered include communication barrier and not fitting due to their food preference and dress code when they travel to their ancestral homes. Their host peers despise, ridicule and discriminate them as evidenced by the use of derogatory names. The students also find some practices of the “host culture” strange, ridiculous and simply ridiculous.

Cultural gap also emerged to be a challenge evidenced by a majority of the respondents who felt that if their relatives were around, their adolescence would be better and would not have engaged in vices like drug abuse and premarital sex as there would be communal responsibility. Similar sentiments were echoed by their dropouts’ counterparts who felt that if their relatives were around, they would not have dropped out of school as they would have found a way of making them continue with school.

Life skills also emerged as significant interventions in coping with the social cultural challenges of adolescence among the students currently in school as evidenced by 47 percent of the responses where they are equipped with life skills and assured that the feelings are normal. It also emerged from the FGD and the key informant guides that the students are generally better placed and equipped to deal with the social cultural challenges in terms of knowledge they get from their teachers. This contrasts sharply with the situation of the dropouts who are idle and wish that they had continued with schooling to benefit from such interventions and support.

5.3 Conclusions

Based on the findings described and explained in this research project, the study concludes that the school drop outs experience more social cultural challenges than the students currently in school. These challenges include attraction of the opposite sex, negative peer influence, rebellion, and mood swings. The internal immigrant adolescents also suffer the additional challenges of identity crisis as a result of growing away from their home area and not fitting in the culture of their hosts. This is due to the interventions made through life skills and the entire teaching fraternity through knowledge in form of relevant life skills of counteracting the said social cultural challenges.

The study concludes that various social cultural challenges of adolescence affect the internal immigrant adolescents of Karirana negatively and life skills programmes are emerging as effective interventions of helping adolescents currently in school to deal with the stated social cultural challenges and filling the cultural role of preparing the adolescents.

5.4 Recommendations

In line with the findings and conclusion of the study, the researcher would make the following recommendations to help the internal immigrant adolescents' deal with the social cultural challenges of adolescence;

a) The Management of Tea Factories

In view of the importance of education in dealing with the social cultural challenges, Karirana Tea factory needs to ensure greater involvement of parents in their children's education and guide them accordingly to ensure that most of them complete high school.

The factory needs to ensure that parents are equipped with relevant skills to parent and prepare their children well in advance for the social cultural challenges of adolescence. The factory can in addition establish a department to deal with the numerous social problems faced by these parents so that they can become better role models for their children. The other alternative would be for the factory to periodically invite guest speakers to talk to the parents so that they can effectively play the traditional role of the extended family.

b) Education Sector

In view of the crucial role played by life skills in helping the internal immigrant adolescents cope with the various social cultural challenges, the Ministry of education should look into the possibility of streamlining the programme in all schools. Preferably, it should be integrated in the school's curriculum. Provisions should in addition be made by the Board of governors and the principals to work out modalities of inviting guest speakers especially in tea estates due to the additional cultural challenges of growing away from their home cultures.

c) County Government

In view of the threats of violence during the upcoming general election, they should not be taken for granted and the County Administration should intensify security for the internal immigrants residing in Karirana.

5.5 Areas for Further Studies

Based on the situation on the ground, the researcher recommends that there is room for further research in other tea estates in Kenya to establish whether the social cultural challenges encountered are similar to those of the residents of Karirana Tea Estate in Kenya. The relevant tea estates must be those dependent on internal immigrants from outside communities for their labour supply. In addition, more research should be carried out focusing on the social cultural challenges of each gender as it emerged from the research that each gender has different social cultural challenges. There is also need to establish the reasons for the high prevalence of drug abuse and domestic violence in Karirana Tea Estate.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE ADOLESCENTS OF TIGONI AND GITIHA SECONDARY SCHOOLS RESIDING IN KARIRANA TEA ESTATE

Introduction

My name is Jane Ngunjiri . I am a post graduate student at the University of Nairobi pursuing a Masters Degree in Sociology and Community development. The research paper is a partial fulfillment for the award of the said Master's programme. The research topic is on the social cultural challenges of internal immigrant's adolescents residing in Karirana tea estate. The findings will have policy implications for the factory, the education sector and the provincial administration. The questionnaire is designed for academic purpose only and the results will be absolutely confidential and anonymously given; Hence no name will be required from any respondent. In addition, you do not have to answer any question that you do not feel safe to answer and you are free to withdraw any time. I would greatly appreciate your sincere response in this research. I am accountable to the University of Nairobi and the Karambaini chief (County Administration)) who will retain a copy of the research paper.

Yours faithfully,

Respondent's Signature _____

Jane N, Ngunjiri.

Date _____

INSTRUCTIONS

Please indicate the correct options by putting a tick (✓) on one of the options.

Part One – Socio-demographic data

1) Gender,

a) Male ()

b) female ()

2) Age of respondent

a) 13 to 15 years ()

b) 16 to 18 years ()

c) 18 to 20 years ()

d) Over 20 years ()

3) Are both your parents alive?

a) yes ()

b) No ()

4) Your parent's marital status.

a) Married ()

b) Separated ()

c)

Single ()

c) Widowed ()

d) Others ()

5) Where do you live?

a) Karirana Tea Estate ()

b) Mabroukie tea Estate ()

c) Kiawaroga ()

d) Others(specify)-----

5) Where is your home of origin (ancestral)?

a) Kisii ()

b) Kakamega ()

c) Kisumu ()

d) Others (specify)-----

6) Where do you go to school?

a) Tigoni Secondary ()

b) Gituha secondary ()

c) Summer springs ()

d) Others (specify)-----

SECTION B

Please answer the following questions as precisely as possible.

Given below are a number of statements on adolescence. For each statement, indicate your level of agreement or disagreement by ticking the appropriate choice from those given.

SA – strongly agree

A – agree

U – undecided

D – disagree

SD – strongly disagree

STATEMENTS

1. My body experienced a lot of physical changes during adolescence.
2. As a result of these changes, I felt very uncomfortable.
3. My greatest challenge was attraction of the opposite sex.
4. Nobody had told me about these changes.
5. My parent(s) never prepared me for this period.
6. I did not know what to do when these changes occurred.

7. I started comparing myself with my peers and wondered why I was different.
8. My peers' opinion became more important than my parents.
9. None of my relatives was around to tell me about adolescence.
10. I do not know about my culture of origin.
11. If my relatives were around, they would have taught me my "home" culture.
12. My parents expect me to follow my "home" culture yet they have not told me about it.
13. My "host peers" despise my home culture
14. I have found myself identifying with the culture of my "host peers".
15. My counselling and guidance teacher prepared me for adolescence.
16. My biology teacher prepared me for adolescence.
17. When I felt overwhelmed by the challenges of adolescence, I talked to the guidance and counselling teacher.

SECTION C: OPEN- ENDED QUESTIONS

Please answer the following questions briefly and precisely.

1) What changes occurred during adolescence?

2) What social and cultural challenges did you encounter as a result of the changes?

Please tick appropriately.

a) Sexual attraction b) identity crisis c) Mood swings d) rebellion e) peer pressure

NB; Please explain your answer

3) How prepared were you for the changes?

4) How did you feel as a result these changes? _____

5) How was the relationship with your parents during this period?

a) Strained

b) Good

c) Others(specify)

Please explain your

answer _____

6) Who prepared you for this period _____

Please explain your answer

7) What role did your relatives play in preparing you for adolescence? _____

8) What have you been told by your parents about your "home" culture?

9) What role did your teachers play in preparing you for adolescence?

10) How helpful has been your guidance and counselling teacher in helping you deal with the stated challenges? please explain _____

11) What challenges have you encountered as a result of growing away from your home culture?

12) Suggest recommendations for adolescents going through similar challenges?

THANK YOU!!

APPENDIX II: QUESTIONNAIRE FOR THE SCHOOL DROP OUT

INTRODUCTION

My name is Jane Ngunjiri. I am a post graduate student at the University of Nairobi pursuing a Masters Degree in Sociology and Community development. The research paper is a partial fulfillment for the award of the said Master's programme. The research topic is on the social cultural challenges of internal immigrant's adolescents residing in Karirana tea estate. The findings will have policy implications for the factory, the education sector and the provincial administration. The questionnaire is designed for academic purpose only and the results will be absolutely confidential and anonymously given; Hence no name will be required from any respondent. In addition, you do not have to answer any question that you do not feel safe to answer and you are free to withdraw any time. I would greatly appreciate your sincere response in this research. I am accountable to the University of Nairobi and the Karambaini chief (Provincial Administration) who will retain a copy of the research paper.

Yours faithfully,
Signature _____

Respondent's

Jane N, Ngunjiri.

Date

INSTRUCTIONS

Please indicate the correct options by putting a tick () on one of the options.

Part One – Socio-demographic data

1) Gender,

a) Male ()

b) female ()

2) Age of respondent

a) 13 to 15 years ()

b) 16 to 18 years ()

c) 19 to 20 years ()

d) Over 20 years ()

3) Are both your parents alive?

a) yes ()

b) No () c) Others(specify)

4) Your Parent's marital status.

a) Married ()

b) Separated ()

c) Single ()

c) Widowed ()

d) Others ()

5) Where do you live?

a) Karirana Tea Estate ()

b) Mabroukie tea Estate ()

c) Kiawaroga ()

d) Others(specify)-----

5) where is your home of origin(ancestral)?

a) Kisii ()

b) Kakamega ()

c) Kisumu ()

d) Others (specify)-----

6) Where do you work?

a) Karirana Factory ()

b) Self employed

c) Others (specify)-----

SECTION B

Please answer the following questions as precisely as possible.

Given below are a number of statements on adolescence. For each statement, indicate your level of agreement or disagreement by ticking the appropriate choice from those given.

SA – strongly agree

A – agree

U – undecided

D – disagree

SD – strongly disagree

STATEMENTS

- 1) From age 11 years onwards, my body changed drastically.()
- 2) Due to these changes, I started feeling embarrassed.(shy).()
- 3) I started noticing and getting attracted to members of the opposite sex.()
- 4) I started having sex early.()
- 5) I became pregnant and got married.()
- 6) I got a child outside wedlock.()
- 7) I dropped out of school due to pregnancy.()

- 8) I was not prepared for the body changes.()
- 9) My parents had never told me about these changes.()
- 10) My relatives were not around to tell me about these changes()
- 11) I wish my relatives were around to tell me about these changes.()
- 12) I wish my relatives were around to support me through adolescence.()
- 13) I used to argue and disagree with my parents a lot.()
- 14) My friends opinion(s) was more important than my parents.()
- 15) If my relatives were around, I would not have dropped out of school.()
- 16) When I dropped out of school, there was no one to guide me.()
- 17) I wish I had continued with high school to get support from my teachers.()
- 18) My parents have not told me about my “home” culture, yet they expect me to follow it.()
- 19) I have found myself following the “local” culture.()
- 20) Most of my friends are from the local culture.()

SECTION C; OPEN- ENDED QUESTIONS

INSTRUCTIONS

Please answer the following questions briefly and precisely

1) What is adolescence? _____

2) What emotional challenges did you encounter during adolescence? Please tick appropriately.

a) Attraction towards members of the opposite sex

b) following my peers

c) Rebellion

NB; Please explain your answer

3) What emotional changes occurred during this period? Please tick appropriately.

a) Arguing with my parents

b) Mood swings

c) Wondering whom I was.

NB: Please explain your answer

4) How did you feel as a result of the above stated challenges?

5) Who told you about this period?

6) What were you told about this period? _____

7) What role did your relatives play in preparing you for this period? _____

8) If your relatives were around, would the situation have been better? If yes, how? _____

9) What do you know about your "home" culture and who told you about it? _____

10) If you were in high school, would the situation be any better? If yes, how?

THANK YOU!!

APPENDIX III: QUESTIONNAIRE FOR THE KEY INFORMANT GUIDES

INTRODUCTION

My name is Jane Ngunjiri. I am a post graduate student at the University of Nairobi pursuing a Masters Degree in Sociology and Community development. The research paper is a partial fulfillment for the award of the said Master's programme. The research topic is on social cultural challenges of internal immigrant's adolescents residing in Karirana tea estate The findings will have policy implications for the factory, the education sector and the provincial administration. The questionnaire is designed for academic purpose only and the results will be absolutely confidential and anonymously given; Hence no name will be required from any respondent. In addition, you do not have to answer any question that you do not feel safe to answer and you are free to withdraw any time. I would greatly appreciate your sincere response in this research. I am accountable to the University of Nairobi and the Karambaini chief (County Administration)) who will retain a copy of the research paper.

Yours faithfully,

Respondent's Signature _____

Jane N, Ngunjiri.

Date _____

Gender _____

Occupation _____

- 1) What social cultural challenges are encountered by the internal immigrants residing in Karirana Tea Estate aged between 18 – 25 years? _____

- 2) What is the role of high school in helping these immigrants cope with the stated challenges? _____
- 3) In your opinion, what is the effect of the missing cultural link in preparing the immigrant adolescents for adolescence? _____
- 4) How do you compare the immigrant adolescents who are in high school with the ones that dropped out in terms of dealing with the stated challenges?
- 5) How effective is life skills programme in filling the missing cultural gap? _____
-
- 6) How else can they cope with the stated challenges?
-

THANK YOU!!



UNIVERSITY OF NAIROBI
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8th August, 2012

TO WHOM IT MAY CONCERN


RE: JANE N. NGUNJIRI - C50/64993/2010

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student at the Department of Sociology & Social Work, University of Nairobi.

Further, I wish to inform you that the student is collecting data for her research proposal on "The psycho-social challenges of internal immigrants adolescents in Kenya; The case of adolescents residing in Karirana tea estate, Limuru."

Through this letter, I am kindly requesting you to provide the student with any form of support that She may require.




Dr. Robinson Ocharo
Chairman, Dept. of Sociology & Social Work

Cc. Prof. Mburugu - Supervisor