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ABSTRACT

Over the years, so much emphasis has been placed on raising girls to higher levels that society has forgotten about the boy child. At the time, society in Africa and particularly in Kenya was content with the boy child's position and unconsciously focused on the girl child to the alienation of the boy. The callous disregard for boys has caused a decline in their development and performance and caused an identity crisis. Consequently, a significant majority of the African boychild have grown into dysfunctional adults. The main objective of this research was to evaluate the role of social integration on the development of boy child in Kenya.

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Classification: NLM Code: WA 30.5, HQ 799.9.K4, WA 310

Language: English



Great Britain
Journals Press

LJP Copyright ID: 392882

London Journal of Medical & Health Research

Volume 24 | Issue 10 | Compilation 1.0



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ABSTRACT

Over the years, so much emphasis has been placed on raising girls to higher levels that society has forgotten about the boy child. At the time, society in Africa and particularly in Kenya was content with the boy child's position and unconsciously focused on the girl child to the alienation of the boy. The callous disregard for boys has caused a decline in their development and performance and caused an identity crisis. Consequently, a significant majority of the African boychild have grown into dysfunctional adults. The main objective of this research was to evaluate the role of social integration on the development of boy child in Kenya. The study used an explanatory research design. The target population unit of analysis was all the 3,500,000 students, 113,200 teachers, 10,463 principals, 3,400,000 parents, 14 heads of mental health hospitals, 129 heads of prisons, and 47 county education officers respectively in Kenya. Stratified-Systematic sampling and purposive sampling were used to identify a sample size of 1,682 respondents selected using the Krejcie and Morgan Table formula. The findings revealed a statistically significant positive moderate correlations between responsibilities ($r= 0.11$, $p<0.05$), relationships ($r=0.12$, $p<0.05$), and mentorship ($r=0.33$, $p<0.01$) with boy child development suggest that these factors not only independently contribute to development but also interact synergistically to establish a robust framework for social integration. The findings from this study offer valuable insights for policymakers and implementers in addressing critical gender disparities and enhancing the development and performance of boys. This has broader implications for achieving the Sustainable Development Goals (SDGs), Africa Vision 2050, and Kenya Vision 2030.

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I. INTRODUCTION AND BACKGROUND TO THE STUDY

According to Business Daily Africa (2019) the boy child has been pushed into a wilderness of identity in the twenty-first century as a result of the convergence of modernization and conventional behaviours. Today's message is that a girl can achieve everything and even better than that a boy can. It is based on the belief that a girl child requires somebody to journey with her through the tumultuous stage of adolescence, as well as the misconception that a boy child is an impediment, if not an adversary, to a girl's development and achievement (Pike, 2020). In African culture, the boy child is generally assumed to know his way around, so he is expected to be stoic, strong, and forgiving. As such, he doesn't require guidance and, in fact, is the aggressor. It began in their households, wherein boys lacked a role model for how to mature into responsible adults. Broken society, generational loss, and dysfunctional families have resulted as a result of this (Pomerantz et al., 2013).

According to Lejaragga (2011) social integration is essential for a child's development, and children who have strong social networks tend to be more responsible, live longer, and live healthier lives. Furthermore, young adults and teens with disabilities who have positive social relationships with their peers and engage in engaging community and societal activities that they enjoy and value are more likely to be satisfied and successful as adults than those who are not involved (Berkel, 2018). There is a strong link between social integration and a child's

psychological well-being and mental health (Reynolds, 2021). Boys spend more time with peer groups during their development. A child develops a high level of social network centrality when he or she feels connected to friends, peers, parents, family, community, and school. Children who are less socially integrated have more internalizing problems, which leads to a higher risk of mental health disorders later in life. According to Rizvi (2021) research, social integration is positively associated with lower mortality among children from causes such as drug overdose and suicide, and it improves access to various forms of support and produces positive psychological states such as a sense of belonging and self-worth, which are important in preventing distress and boosting self-esteem. Poor mental health in childhood has been linked to lower social integration. Social integration has the potential to increase acceptance among children with and without disabilities, strengthen leadership skills, and promote overall development (Britto et al., 2021). Families, communities, schools, and society in general can help the boy child build and maintain social integration by believing that social integration is a good thing, identifying the activities that the child is passionate about, communicating to others the child's strengths, letting the child choose, developing an action plan, developing awareness of the skills that will support the child's social integration, and finding a bridgebuilder person who will help the child.

According to Chulani and Gordon (2014) from the beginning of adulthood, child development is a series of changes in physical features, thoughts, language, and emotional well-being. During this process, the child gains independence and lessens his reliance on his parents. According to Dahl (2004), this stage of a child's development is heavily influenced by psychosocial factors originating in their environment. As a result, child development can be actively aided by targeted therapeutic interventions and appropriate home-based practice. Healthy eating, physical activity, health, and the growth environment are all important considerations. Observing a child's development is critical to ensuring that the child

reaches all of their developmental milestones. It aids in the early detection of any problems in the child's development (LoBraico et al., 2020). Parents, teachers, and community health teams should strictly adhere to the developmental milestone checklist because it can guide them on what is abnormal as the child grows into adulthood and help them take corrective measures (Tucker et al., 2020). Even so, it is important to note that, while the development of a boy child follows a predictable pattern, each child is unique in their developmental journey, and the time frames in which they meet their developmental milestones may vary.

II. STATEMENT OF THE PROBLEM

According to a report released in 2016 by the Government of Kenya (GoK) through the Ministry of Education, there is an increased dropout rate and a growing proportion of boys marginalized in schools and tertiary training institutions (Ministry of Education, 2016). Seventy percent of the one million students who drop out of school each year are boys. According to the report, this is as a result of the boy child's development being neglected. Furthermore, the dropout rate among boys in the 23 sampled counties in 2016 was 3.3 percent, compared to 2.5 percent for girls. Boys were twice as likely as females to never be engaged in school and were 50 percent more likely to have been retained in grade at least once. According to data from situational analysis by UNICE (2017), boys are more likely than girls to have a difficult childhood, and boys have a higher suicide rate than girls. In 2018, the KNBS recorded 491 suicides, 330 of which were by boys (Star, 2020). Because of the gender disparity and the expectations placed on boys by society in Kenya, boys are more likely to suffer from depression than girls, and if not addressed, this will most likely follow the child throughout his or her life, resulting in a dysfunctional adult.

III. RESEARCH OBJECTIVE

To evaluate the role of social integration on the development of boy child in Kenya.

IV. LITERATURE REVIEW

According to Lejaragga (2011) social integration is essential for a child's development, and children who have strong social networks tend to be more responsible, live longer, and live healthier lives. Furthermore, young adults and teens with disabilities who have positive social relationships with their peers and engage in engaging community and societal activities that they enjoy and value are more likely to be satisfied and successful as adults than those who are not involved Berkel (2018). There is a strong link between social integration and a child's psychological well-being and mental health (Reynolds, 2021). Boys spend more time with peer groups during their development. A child develops a high level of social network centrality when he or she feels connected to friends, peers, parents, family, community, and school. Children who are less socially integrated have more internalizing problems, which leads to a higher risk of mental health disorders later in life. According to Rizvi (2021) research, social integration is positively associated with lower mortality among children from causes such as drug overdose and suicide, and it improves access to various forms of support and produces positive psychological states such as a sense of belonging and self-worth, which are important in preventing distress and boosting self-esteem. Poor mental health in childhood has been linked to lower social integration. Social integration has the potential to increase acceptance among children with and without disabilities, strengthen leadership skills, and promote overall development (Britto et al., 2021). Families, communities, schools, and society in general can help the boy child build and maintain social integration by believing that social integration is a good thing, identifying the activities that the child is passionate about, communicating to others the child's strengths, letting the child choose, developing an action plan, developing awareness of the skills that will support the child's social integration, and finding a bridgebuilder person who will help the child.

V. ECOLOGICAL SYSTEMS THEORY

Urie Bronfenbrenner, a Russian-born American developmental psychologist, pioneered the ecological systems theory, also known as development in context, in 1979. This theory provides a framework for arguing that everything in a child's developmental environment shapes their development. The child, according to Bronfenbrenner, is entangled in the various ecosystems of the family, school, and the most expansive ecosystem, which is comprised of community culture and society in general (Pilgrim, 2012). All of these systems interact, influence one another, and influence all aspects of a child's development, and as a child grows, their interaction with environmental factors becomes more complex. As a result, the complexity is expected to increase even further as the child's cognitive and physical structure matures into adulthood.

According to Bronfenbrenner's ecological systems theory, a child's interaction with their environment has a significant impact on the type of person they will become in adulthood Fraser (1996). As a child grows, their interactions with their environment become more delicate and complex. As children grow into adults, their cognitive, psychological, and sociological structures can become more complex. As a result, because nature follows a predetermined path, the environment that surrounds the child either hinders or enhances their development (Youngblade, 2007). According to Bronfenbrenner, the economy has created the most destructive force on a child's development by causing the unpredictability and instability of family life. The boy child no longer has the necessary constant interaction with important adults or mentors for his development. As a result, if the relationships within the immediate microsystems fail, the child will lack the tools needed to explore other systems. According to Kia-Keating et al. (2011) when a child does not receive the affirmations that he should receive from his family or other significant adults in his life, he will frequently seek this attention elsewhere. These flaws manifest as antisocial behavior, an inability to provide self-direction,

and a consistent lack of self-discipline. Bronfenbrenner recommends that the family, school, community, health institutions, and proper policy enactment and implementation address these psychosocial deficiencies in boy child development head on (Bonnaire et al., 2014). All of these institutions should work together to strengthen the primary relationship and to foster an environment that welcomes and nurtures children as they grow into responsible adults and fathers. To top it all off, it is in everyone's best interest to use this research to develop a relevant policy framework for boy child public policy that eases developmental conflicts and fosters social values that increase the value of work done on behalf of the boy child at all levels: parents, extended family, community, teachers, mentors, supervisors, and legislators.

5.1 Social Integration on the Development of boy Child

Hatch and Wandsworth (2012) examined the impact of adult social integration on child development in the British 1946 Birth Cohort and concluded that anxious or sad children struggled to integrate into adulthood throughout their lives. This was frequently associated with a decline in their overall life performance as well as mental illnesses. Furthermore, they frequently had strained relationships, unstable families, and were frequently divorced. Kamis and Copland (2020) conducted a study on the long arm of social

integration among children in peer connections and discovered that these children shape their mental health in gender-specific ways. The study discovered that low social integration predicted high depressive levels in both boys and girls from adolescence to adulthood. This study, on the other hand, was conducted in a developed country, which may not experience the same level of development as developing countries.

VI. METHODOLOGY

The study used an explanatory research design, with all 10,463 Kenyan public secondary schools serving as the unit of study. The target population unit of analysis was all the 3,500,000 students, 113,200 teachers, 10,463 principals, 3,400,000 parents, 14 heads of mental health hospitals, 129 heads of prisons, and 47 county education officers respectively in Kenya. Stratified-Systematic sampling and purposive sampling were used to identify a sample size of 1,682 respondents selected using the Krejcie and Morgan Table formula. This study employed a mixed-method research approach to collect and analyze both qualitative and quantitative data. For descriptive and inferential data analysis, SPSS version 24.0 was utilized data using mean, standard deviation, Pearson Product Moment Correlation and Multiple Regression. A pretest was done in Machakos county to ascertain validity and reliability of the research instruments.

VII. FINDINGS AND DISCUSSIONS

Table 1: Social Integration

	N	Mean	Std. Dev
The boy child actively participates in societal chores.	1564	3.93	1.00
The boy child efficiently cares for younger siblings and classmates.	1564	4.00	0.81
The boy child optimistically accepts responsibility for their decision-making choices.	1564	3.71	1.13
The boy child frequently expresses his views and feelings to close classmates.	1564	3.93	1.00
Through collaborative approaches, the child develops friendships, teamwork, and problem-solving abilities.	1564	4.04	0.98
With ease, the boy child initiates contact and resolves disputes constructively.	1564	4.14	1.02

The boy child is eager to pick up new skills, knowledge, and competence.	1564	3.57	1.13
The boy child has a positive attitude towards future learning and progress.	1564	3.93	1.00
In life, the child arouses enthusiasm for mentoring others	1564	3.72	1.23

Source: Nzioka (2023)

The boy child actively participates in societal chores (Mean = 3.93, Std. Dev = 1.00): The high mean of 3.93 suggests a strong agreement that the boy child actively engages in societal chores. The low standard deviation of 1.00 indicates a relatively low level of variability in responses, implying a general consensus among respondents. The boy child efficiently cares for younger siblings and classmates (Mean = 4.00, Std. Dev = 0.81): The maximum mean of 4.00 indicates a high level of agreement that the boy child efficiently cares for younger siblings and classmates. The low standard deviation of 0.81 suggests a high level of consensus among respondents with minimal variation in opinions.

The boy child optimistically accepts responsibility for their decision-making choices (Mean = 3.71, Std. Dev = 1.13): The mean of 3.71 suggests a moderate level of agreement regarding the boy child's optimistic acceptance of responsibility for decision-making. The standard deviation of 1.13 indicates variability in responses, suggesting differing opinions among respondents. The boy child frequently expresses his views and feelings to close classmates (Mean = 3.93, Std. Dev = 1.00): The high mean of 3.93 suggests strong agreement that the boy child frequently expresses views and feelings to close classmates. The low standard deviation of 1.00 indicates a relatively low level of variability, reflecting a consistent perception among respondents. Through collaborative approaches, the child develops friendships, teamwork, and problem-solving abilities (Mean = 4.04, Std. Dev = 0.98): The mean of 4.04 indicates a high level of agreement that collaborative approaches foster the development of friendships, teamwork, and problem-solving abilities. The standard deviation of 0.98 suggests a relatively low level of variability, indicating a consensus among respondents.

With ease, the boy child initiates contact and resolves disputes constructively (Mean = 4.14, Std. Dev = 1.02): The high mean of 4.14 indicates a strong agreement that the boy child initiates contact and resolves disputes constructively. The standard deviation of 1.02 suggests a moderate level of variability, implying some diversity in opinions among respondents. The boy child is eager to pick up new skills, knowledge, and competence (Mean = 3.57, Std. Dev = 1.13): The mean of 3.57 suggests a moderate level of agreement regarding the boy child's eagerness to acquire new skills, knowledge, and competence. The standard deviation of 1.13 indicates variability in responses, suggesting diverse opinions among respondents. The boy child has a positive attitude towards future learning and progress (Mean = 3.93, Std. Dev = 1.00): The high mean of 3.93 suggests strong agreement that the boy child maintains a positive attitude towards future learning and progress. The low standard deviation of 1.00 indicates a relatively low level of variability, reflecting a consistent perception among respondents.

In life, the child arouses enthusiasm for mentoring others (Mean = 3.72, Std. Dev = 1.23): The mean of 3.72 suggests a moderate level of agreement that the boy child arouses enthusiasm for mentoring others. The higher standard deviation of 1.23 indicates greater variability in responses, suggesting differing opinions among respondents. The descriptive statistics provide a comprehensive overview of respondents' perceptions of a boy child's social integration. High means generally indicate positive agreement, while standard deviations highlight the level of consensus or diversity in opinions among respondents.

Table 2: Correlations Related to the Constructs of Social Integration and Development of Boy Child

		Development of boy child	Responsibilities	Relationships	Mentorship
Development of boy child	Pearson Correlation	1			
	Sig.(2-tailed)				
Responsibilities	Pearson Correlation	0.11*	1		
	Sig.(2-tailed)	0.00			
Relationships	Pearson Correlation	0.12*	0.32**	1	
	Sig.(2-tailed)	0.00	0.00		
Mentorship	Pearson Correlation	0.33**	0.19*	0.22*	1
	Sig.(2-tailed)	0.00	0.00	0.00	

Source: Nzioka (2023)

Table 39 presents correlations related to the constructs of social integration and the development of boy child in Kenya, highlighting the interconnectedness between various psychosocial factors and their impact on developmental outcomes within this population. Firstly, there is a significant positive correlation between the development of boy child and their engagement in responsibilities ($r = 0.11, p < 0.05$). While the correlation coefficient is relatively small, the significance suggests that involvement in responsibilities may contribute, albeit modestly, to the overall developmental trajectory of boy child in Kenya. Furthermore, significant positive correlations are observed between the development of boy child and both their relationships with others ($r = 0.12, p < 0.05$) and their engagement in mentorship activities ($r = 0.33, p < 0.01$). These findings indicate that positive social relationships and mentorship experiences may play more substantial roles in influencing the developmental outcomes of boy child in Kenya. Additionally, a significant positive correlation is found between responsibilities and relationships ($r = 0.32, p < 0.01$), suggesting that involvement in responsibilities may be associated with the quality and dynamics of social relationships among boy child. This underscores the interconnectedness between social roles and interpersonal interactions in shaping developmental outcomes within this population. Moreover, there are significant positive correlations between responsibilities and

mentorship ($r = 0.19, p < 0.05$) and between relationships and mentorship ($r = 0.22, p < 0.05$), indicating potential synergistic effects between these psychosocial factors in promoting positive developmental outcomes among boy child in Kenya.

Overall, these findings highlight the importance of social integration and engagement in responsibilities, relationships, and mentorship activities in shaping the developmental trajectories of boy child in Kenya. By fostering supportive social environments and providing opportunities for meaningful engagement in various roles and activities, interventions can promote the holistic development and well-being of boy child within their communities.

Table 3: Coefficients ‘Measures of Social Integration effect on the Development of boy Child’

Model	Unstandardized coefficients		Standardized coefficients	T	Sig.
	B	Std. Error	Beta		
	(Constant) product Responsibilities	1.83 0.49	0.24 0.21		
Relationships	0.65	0.23	0.23	2.78	0.00
Mentorship	0.64	0.28	0.63	2.28	0.00

Source: Nzioka (2023)

Table 53 offers a comprehensive examination of coefficients derived from a regression model, providing a nuanced understanding of how different facets of social integration impact the development of boy child within the realm of public health. Each coefficient serves as a crucial piece of evidence illuminating the intricate relationship between social dynamics and positive developmental outcomes for boys. Firstly, the constant term associated with product responsibilities sets a baseline for boy child development in the absence of explicit social integration factors. With a value of 1.83, it suggests that even without specific interventions promoting responsibilities, there exists a foundational level of development among boy child. Delving deeper into the coefficients, the analysis highlights the significant contributions of responsibilities, relationships, and mentorship to boy child development. For product responsibilities, the coefficient of 0.24 indicates that for every unit increase in responsibilities undertaken by boys, there is a corresponding increase of 0.24 units in their overall development. This underscores the importance of engaging boys in meaningful tasks and duties within their social environment, fostering a sense of purpose and accomplishment. Moving to relationships, the coefficient of 0.65 underscores the pivotal role of quality relationships in nurturing positive developmental outcomes for boys. This suggests that for every unit increase in the quality or quantity of relationships, there is a corresponding increase of 0.65 units in boy child development. It emphasizes the significance of fostering supportive and nurturing relationships

within the social fabric surrounding boys, providing them with a sense of belonging and emotional support critical for their well-being.

Similarly, the coefficient for mentorship, standing at 0.64, highlights the profound impact of mentorship on boy child development. This suggests that for every unit increase in mentorship received by boys, there is a corresponding increase of 0.64 units in their overall development. Mentorship offers guidance, support, and role modeling, enabling boys to navigate challenges, acquire valuable skills, and build resilience in the face of adversity. The statistical significance of these coefficients, with all associated significance levels (Sig.) being 0.00, reinforces the robustness of the observed relationships. It indicates that the impact of responsibilities, relationships, and mentorship on boy child development is not merely coincidental but rather statistically meaningful, lending credence to the importance of these social integration factors in shaping the developmental trajectories of boys.

Drawing from the findings in Table 53, the following statistical model can be used to predict the Development of boy child’ based on a one standard deviation increase in social integration measures:

$$\text{Development of boy child} = 1.83 + 0.29\text{Res.} + 0.23\text{Rel.} + 0.63\text{Men.} + \epsilon.$$

Where:

1.83 is the y-intercept; constant

0.29, 0.23, 0.63 = an estimate of the expected increase in the Development of boy child’

corresponding to an increase in social integration.

RR is the Responsibilities

Rel. is the Relationships

Ment. is the Mentorship

$\varepsilon = \text{Error term}$

The coefficients derived from this analysis provide compelling evidence of the multifaceted influence of social integration on the development of boy child in the public health domain. By highlighting the significance of responsibilities, relationships, and mentorship, these findings underscore the importance of cultivating supportive social environments to nurture positive developmental outcomes for boys. They offer valuable insights for designing targeted interventions and policies aimed at enhancing the overall well-being and resilience of boy child within the broader public health framework.

VIII. CONCLUSIONS

The developmental trajectory of a boy child is significantly shaped by various elements of social integration, as evidenced by the data presented in this study. These findings agree with those of Hatch and Wandsworth (2012) examined the impact of adult social integration on child development in the British 1946 Birth Cohort and concluded that anxious or sad children struggled to integrate into adulthood throughout their lives. This was frequently associated with a decline in their overall life performance as well as mental illnesses. Furthermore, they frequently had strained relationships, unstable families, and were frequently divorced. Kamis and Copland (2020) conducted a study on the long arm of social integration among children in peer connections and discovered that these children shape their mental health in gender-specific ways. The study discovered that low social integration predicted high depressive levels in both boys and girls from adolescence to adulthood.

In the current study social integration, encompassing responsibilities, relationships, and mentorship, plays a crucial role in fostering not

only the boy child's personal growth but also his ability to contribute meaningfully to society. By analyzing the correlation and regression data, this conclusion will focus on how these three primary elements impact the boy child's development, while also linking the statistical findings to the broader social framework. The data strongly indicates that the responsibilities undertaken by a boy child are a foundational element in shaping his development. Table 36 highlights a significant positive correlation between the boy child's active participation in societal chores and caregiving roles, suggesting that taking on responsibilities directly influences a child's competence in household and peer-related tasks. Specifically, the Pearson correlation of 0.67 ($p < 0.01$) indicates that when boys engage in chores, they are more likely to exhibit greater efficiency in caring for siblings and classmates, promoting a sense of responsibility and duty. The strong correlation between a boy child frequently expressing views and feelings to classmates and collaborative approaches ($r = 0.67, p < 0.01$) highlights the significance of open communication and teamwork in promoting relational skills. Relationships foster communication, emotional intelligence, and the ability to work within a team, which are essential for social development. Additionally, the correlation between the boy child's ability to initiate contact and resolve disputes constructively and his communication and teamwork skills ($r = 0.32, p < 0.01; r = 0.33, p < 0.01$) shows that social problem-solving is closely linked to relational success. These findings support the idea that boys who develop effective communication and conflict resolution skills are better equipped to build positive and supportive relationships with their peers, which in turn contributes to their overall social well-being and emotional development.

VIII. RECOMMENDATIONS

8.1 Practice Recommendations

To effectively harness the elements of social integration for the development of the boy child, practitioners should focus on implementing structured programs that foster responsibility, relationships, and mentorship within various

environments—schools, homes, and community organizations. **Responsibility Programs:** Develop initiatives that encourage boys to take on household chores, community service projects, and peer mentoring roles. These programs should be designed to ensure that boys experience tangible outcomes from their responsibilities, such as recognition or opportunities to lead, which will reinforce the importance of their contributions. **Communication and Relationship Building Workshops:** Facilitate workshops that teach boys effective communication and conflict resolution skills. These could involve role-playing scenarios where boys practice expressing their feelings, negotiating, and resolving disputes amicably. Such workshops should be inclusive, allowing boys to engage in collaborative activities that foster teamwork and emotional intelligence. **Mentorship Initiatives:** Establish mentorship programs that connect boys with positive role models in their communities. This could include pairing them with older students, community leaders, or professionals who can guide them in developing personal, academic, and vocational skills. These programs should include structured activities that promote skill acquisition and the sharing of experiences, thereby enhancing both the mentor's and mentee's development. **Parent and Community Engagement:** Encourage parents and community members to actively participate in the developmental processes of boys. Organizing community events where parents can engage with their children in responsibility-oriented tasks can foster a sense of community and shared purpose, reinforcing the importance of social integration in development.

8.2 Policy Recommendations

Policymakers should focus on creating and supporting frameworks that facilitate the social integration of boys through formal and informal channels. **Funding for Educational and Community Programs:** Allocate resources to support educational institutions and community organizations in developing programs focused on responsibility, relationships, and mentorship. This funding should be aimed at initiatives that specifically target the social and emotional development of boys. **Curriculum Integration:**

Mandate the integration of social skills training into school curricula. Schools should be required to include modules on communication, teamwork, and conflict resolution, ensuring that boys learn these skills in a structured environment alongside their academic studies. **Support for Mentorship Networks:** Develop policies that encourage the establishment of mentorship networks within communities. This can include incentives for organizations that facilitate mentorship opportunities for boys, ensuring these networks are accessible and inclusive. **Research and Evaluation:** Establish guidelines for evaluating the effectiveness of programs aimed at fostering social integration. Policymakers should support research initiatives that explore the impact of responsibility, relationships, and mentorship on boy child development, allowing for evidence-based adjustments to existing programs.

8.3 Research Recommendations

Future research should delve deeper into understanding the complexities of social integration and its impact on the development of the boy child. **Longitudinal Studies:** Conduct longitudinal studies to track the long-term effects of social integration factors on the developmental trajectories of boys. Such studies could provide insight into how early experiences of responsibility, relationship-building, and mentorship influence adult outcomes. **Diverse Populations:** Expand research to include a diverse range of populations, examining how cultural, socioeconomic, and environmental factors influence the dynamics of social integration and its effects on boys. This would allow for more inclusive and comprehensive understandings of best practices. **Intervention Effectiveness:** Investigate the effectiveness of various interventions aimed at enhancing social integration among boys. Research should compare different approaches to responsibility-taking, relationship-building, and mentorship, providing insights into which strategies yield the best developmental outcomes. **Qualitative Research:** Incorporate qualitative methods to gather rich, detailed insights from boys about their experiences with social integration. This could include interviews and focus groups,

allowing researchers to understand the nuances of how boys perceive their responsibilities, relationships, and mentorship experiences. By addressing these areas through practice, policy, and research, stakeholders can significantly enhance the developmental outcomes for boys, ensuring they are equipped with the skills and competencies necessary for positive.

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