

**AN INVESTIGATION INTO THE ROLE OF FAMILY DYSFUNCTIONAL  
COMMUNICATION AMONG GIRLS- A CASE STUDY  
NAKURU PROBATION GIRLS HOSTEL**

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## DECLARATION

I Ngugi Jane declare that this is my own original work and has not been presented or submitted to any institution of higher learning or university for the award of Degree in Bachelor of Education in Guidance and Counseling.

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Sign: .....*Ngugi*..... Date: .....*20/08/2010*.....

## DEDICATION

I dedicate this research to my husband Mike, son Kevin and daughters Sylvia, Lucy and Grace for their tireless support.

They constantly encouraged me to move on

**APPROVAL**

This research report resulting from the researcher's effort in the area, "an investigation into the role of family dysfunctional communication among girls" was under my supervision and now it is ready for submission with my final approval.

SUPERVISOR'S NAME      MR. OKURUT GODFREY

SIGN:  .....

DATE: 20/08/2010 .....

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**My sincere thanks goes to the manager in Nakuru Probation Girls Hostel**

**Who was very useful in helping me interview the girls and also allowed me to interview her.**

**I also want to appreciate my friends Mary and Martha Who continuously**

**Encouraged me to continue with the word “Don’t be discouraged you will make it”.**

**Many times I felt I could never complete it.**

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**Last but not least God who kept me in perfect health of mind and body throughout the study and to Him be all the glory**

## ABSTRACT

Dysfunctional communication in the family produces troubled families which are linked to crimes, mental illness, alcoholism, drug abuse, poverty, alienated youth and other social problems [Satir 1988]. This study was on girls of age between 15-18yr in Nakuru Probation Girls Hostel. The study attempted to investigate the role of dysfunctional communication in the girls' home of origin and its impact on their behavior.

The study also looks into how communication is done in the Probation Hostel among the inmates and with the administration. According to Satir [1988], communication is like a big umbrella that covers and affects all that goes on between human beings. It is the largest single factor determining what kind of relationship one makes with others and what happens to each other in the world. Communication can either be positive/effective or negative/non-effective/dysfunctional.

Data was collected through interview and use of questionnaire. An interview schedule was used to guide on the order of questions, a copy of the same is attached to the appendix of this project. The sample comprised 10 girls and the manager of the Probation Hostel. The collected data was analyzed through descriptive statistics using tables, percentages and charts. Items of the questionnaires based on the same concepts were grouped and analyzed together.

Recommendations are directed towards the management and on the need to train in communication skills. There is also need for group and individual counseling to help the girls express their ill-feelings they have towards the parents, guardians and Probation Management. This project will serve as a reference material and a guide in future studies and research involving other factors leading adolescents to crime and after probation care.

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# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

There are many factors that contribute to delinquent behaviour such as use of drugs, parenting styles, personality, background and family communication (satir 1988). In this study, the researcher would like to single out family communication as a factor that contribute to adolescent delinquency. The researcher seeks to find out to what extent if any, communication in the family contributes to delinquency. The researcher will focus on adolescents at the Nakuru Probation Girls Hostel in Kenya. The study specifically focus on the role of communication in adolescent delinquency.

### 1.1 Background to the problem

Nakuru Probation Girls Hostel is one of its kind in Kenya. It was established through the Probation Act Cap. 64. It was started in 1982, closed shortly later and then reopened in 1977 after renovations. Initially, the Hostel was designed to host 20 inmates but after renovations. It could now host up to 40 girls.

The main objective of starting the hostel was to provide necessary services to needy cases. These cases arise from the need to rehabilitate girls between 12 years and 22 years of age who have been convicted in a court of law for a criminal offence or those in need

of care and protection. Those brought in for discipline or care and protection are those who have gone beyond parental control and are coming from broken homes or are orphaned.

The girls who come to the Nakuru Probation Girls Hostel must be referred by a court of law and can only be over 2 years if the court finds special need to do so. The girls are confined for a minimum of 3 weeks and a maximum of one year. There are exemptions cases, that is those who are placed in schools and commute to schools from the hostel and many not be able to do so from their homes.

In the hostel the girls portray many behavioral problems for example rudeness, infighting, use of abusive language and generally high level. indiscipline making it difficult for total rehabilitation many factors may contribute to these adolescent delinquencies such as drug abuse, parenting style, personality and family communication.

Negative / ineffective / dysfunctional communication in the family produces troubled families which are linked to crimes, mental illness, alcoholism, drug abuse, poverty, alienated youth and other social problems (Satir 1988). This study attempts to investigate the role of dysfunctional communication in the girls homes of origin and its impact on their behaviour.

### **1.3 Statement of the problem**

The study investigates the role of negative / unhealthy / ineffective dysfunctional family communication on adolescent delinquency. Communication in families is a topic widely covered in the world today. For example Sasse (1997) and Virginia Satir (1988) cite communication as being the basic ingredient in building relationships. Satir (1988) also states that if communication is unhealthy, indifferent, vague and not really honest, it causes pain and dysfunctional in the family.

Most people who come from such families exhibit anti-social behaviors such as petty crimes, drug use and abuse and prostitution. The overall research problem addressed in this study is that despite a lot of effort in rehabilitating the girls in the Nakuru Probation Girls Hostel, nothing has been done to analyze the role of dysfunctional family communication on adolescent delinquency. If the issue is not treated with the seriousness it deserves, total rehabilitation will not be possible for the girls. Consequently, this will affect future generations since the girls will only give what they have to their children.

### **1.4 Purpose of the research**

The purpose of the research is to determine the role of dysfunctional communication on adolescent delinquency.

## **1.5 Objectives of the study**

The specific objectives of the study are to

- (i) To determine what percentage of the in-mates at the Nakuru Probation girls Hostel have experienced dysfunctional communication at home.
- (ii) To identify the indicators of dysfunctional communication in the inmates of Nakuru Probation girls Hostel.
- (iii) To investigate the causes of this dysfunctional communication among the inmates of Nakuru girls Probation Hostel.
- (iv) To find out how dysfunctional communication may hinder the rehabilitation of the girls at the probation Hostel.

## **1.6 Research questions**

This study aims at researching the following-:

- (i) What percentage of the inmates at the Nakuru Probation Girls Hostel has a problem with dysfunctional communication.
- (ii) What are the indicators of this dysfunctional communication.
- (iii) What are some of the causes of this dysfunctional communication.
- (iv) What effects if any does dysfunctional communication have on their personality and behavior
- (iv) How does this dysfunctional communication hinder rehabilitation of the girls.

### **1.7 Justification / rationale of the study.**

The study will be carried out in Nakuru Probation girls Hostel. The researcher took this step after keenly observing that rehabilitation of the girls in the hostel is not easy to achieve. The researcher has singled out Nakuru Probation girls Hostel mainly as a case study due to constraints of time and resources required to conduct the above study which is quite wide.

The researcher will enable the professional manager in the named hostel to understand better the problems that contributed to the girls to be placed under probation. Since the girls will later go back home, interact with people in other institutions such as the church, and schools, the research findings and implications will enable them to cope better.

The study may further help the professional manager in the named hostel in involving the families of the girls more. This will facilitate forgiveness and reconciliation hence give the girls a new beginning. The managers will also equip the girls with coping skills such as assertiveness. In doing this, the study will help the girls self-esteem rise facilitating lasting rehabilitation.

### **1.8 Scope of the study.**

This research is basically a case study. It therefore limits research to Nakuru Probation Girls Hostel. The findings will then only be useful to the management in this particular institution.

### **1.9 Limitations of the study**

Little research has been done in the area of dysfunction communication in the institution.

The research results will depend on how the inmates will be willing to share their histories, feelings and emotions.

It will also depend on how management will reveal how the girls communicate with them. The education background of the girls will also limit the use of research equipment such as questionnaires. Time and financial constraints limit the scope of this study.

### **1.10 Assumptions**

- (i) That the management will allow the researcher to interview the inmates.
- (ii) That the in-mates will be willing to cooperate in the research.
- (iii) That in-mates will understand the questions and answer them.
- (iv) That the in-mate will be truthful in answering the questions.
- (v) That the activities in the hostel will not interfere with the researcher's work such as questioning the workers.

### **1.11 Research hypothesis.**

Use of the dysfunctional communication skills in the family lead to delinquency.

### **1.12 Theoretical framework.**

Virginia Satir (1988), a family therapist theorizes that families that manifest dysfunctionality have negative communication as one of their problems. This negative communication is linked to crimes, mental illnesses, alcoholism, drug abuse, poverty, alienated youth and other social problems. In such families, communication is indirect, vague and not really honest. Rules are rigid inhuman, non-negotiable and never changes.

According to Satir (1988), communication is like a big umbrella that covers and affects all that goes on between human beings. It is the largest single factor determining what kind of relationships one makes with others and what happens to each in the world.

The researcher would want to find out to what extent this negative communication causes juvenile delinquency.

### **1.13 Conceptual framework**

According to Satir (1997), communication is the process of creating and sending messages and of receiving and evaluating messages form others. Communication can either be positive / effective or negative / non-effective / dysfunctional. Negative

communication in the family produces troubled families with far reaching effects (Satir, 1988).

Negative /non-effective or dysfunctional family communication cause many problems in the family for example drug use, illnesses, alcoholism, poverty, crime, juvenile delinquency, alienated youth and other social problems (Satir 1988). If dysfunctional communication in family is eradicated, many youths will not land in crimes, drug use, being alienated, poverty and general delinquency. They will not have to go to probation centers which are not ideal for rehabilitation. People who go through rehabilitation even in western countries have to go first to half homes in order to go back to normal life. Eradication of dysfunctional communication would improve communication, curb delinquency and get rid of rehabilitation centers



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

In this chapter, the researcher reviews what other-writers have contributed in the area of communication in the family and its effects globally. It is hoped that it will help to lay bare the gaps of knowledge, which form the basis for the research.

#### 2.1 Definition of communication

According to Sasse (1997), communication is the process of creating and sending messages and of receiving and evaluating messages from others. The messages communicate information, thoughts and feelings. Communication is basic to good relationships. It is the energy that sparks caring, giving and sharing. Communication is vital in keeping track of what family and friends are doing and in building relations.

Oxford dictionary (1995) defines communication as the act or action of making news, opinion and feelings . Meanwhile Person & Nelson (1983) define communication as the process of understanding and sharing meaning. Communication is not just a positive experience but can also be neutral and even negative. They explain that the word communication comes from the Latin word 'communicare' which means to make common. Originally communication suggested that some messages were held in common. Contemporary definitions suggest the manner in which these are shared: we "exchange thoughts" we "discuss meaning" and we "transmit messages.

Hybels & Weaver II (1990) further defines communication as any process in which people share information, ideas and feelings. It involves not only the spoken and written word but also body language, personal mannerisms, and style – anything that adds meaning to a message.

### **2.2.0 The element of communication.**

According to Hybels & Weaver (1990), there are six elements of communication. That is sender – receiver, messages, channels, noise, feedback and setting. For the purpose of this study, Sasse (1997) considers the following as the basic elements in the communication .That is communication channels, participants, timing and the use of space.

### **2.2.1 Communication channels**

This is a way in which a message is relayed. One of the most common channels of communication is speech. Humans use spoken word or verbal communication. There is also non-verbal communication which is communication without words. Non-verbal communication has many formats for example facial expressions, gestures, posture and tone. For example in a particular family, a family member comes into the room smiling broadly and everyone knows something good has happened. One may slam the door to show how one is feeling. Actions can also send positive messages for example when somebody helps another , that is communicating concern and support. Another kind of non-verbal communication uses others as a means of communication. For example, if

two people don't want to communicate with one another, they may use a third party as a go between.

### **2.1.2 Participants**

In a home, at work, school or elsewhere better communication results when everyone is involved in exchanging messages. Some people dominate conversation not allowing others a chance to speak. In this case one participant misses out on the other's thoughts when this happens.

### **2.1.3 Timing**

Knowing the appropriate time to send a message can affect how the message is received. Choosing a time when the receiver will be ready and willing to listen to the message you send is not always easy. True communication occurs only when the timing is right and both sender and receiver can focus on the exchange of messages.

### **2.2.4 Use of space**

There is need for people to be close when they are communicating. The closer together you are, the more casual and intimate communication usually is. Family members seated around the kitchen table will probably talk more easily and freely than if scattered around the living room.

According to Sasse (1997), good family communication occurs when all four elements of the communication process are handled well. That means that the message is sent on all

the channels used, the flow of communication involves everyone present, and good timing and good use of space aid the exchange of messages.

## **2.3 Communication skills**

Sasse (1997) has outlined the following as the basic communication skills in the family.

### **2.3.0 Listening**

Listening is one of the most important skills. A good listener receives messages accurately. The most difficult communication problem in families is that family members don't listen and respond to each other. One need to understand both the words that are spoken and the feelings behind the words.

In listening, there is passive and active listening. Passive listening provides responses that invite the speaker to share feelings and ideas. The listener's ideas and judgments are put aside. With active listening the listener tries to understand what the speaker is feeling or what the message really means. The listener participates more in the message exchange, making comments designed to clarify what the message sender means.

#### **2.3.1 Being a good listener**

When one is truly listening, one's body reflects one's attention to the other person's message. One can show this by leaning towards the speaker, maintaining eye contact and making encouraging gestures.

### **2.3.2 I - Messages**

According to Sasse (1997), these are messages that accurately reflect what you think, believe and feel. They explain how the situation makes the speaker feel and give facts about the one speaking. “Messages are less threatening and cause more positive responses. On the other hand, there is the “You” messages. These blame and accuse other people. They are direct attack on the other person and his or her actions.

Tsuchiyama (1994) concurs with the use of “I” message and around use of “You” messages.

### **2.3.3 Feedback**

Sasse (1994) state that this is a response to a message that indicates whether the message was understood correctly. Asking for feedback in communication helps the sender know whether the correct message has been received. Receiver may ask for feedback to be sure that the correct message was received. Virginia Satir (1998) supports by emphasizing the importance of clarification by using words like “do you mean.....”.

### **2.3.4 Being assertive**

This is when one communicates ideas and feelings firmly and positively. One speaks up without being rude or offending others and respect others’ opinions without letting them overpower him/her. One takes responsibility for oneself and for what one see and feel. One doesn’t verbally attack others. One gives positive and negative points in the way that does not hurt other (Sasse 1997).

### **2.3.5 Communication problems.**

According to Sasse (1997), with mind reading, people assume they know what another is thinking. This is especially for people who know each other well. Often people try to read minds because they are too impatient. Sometimes mind reading is a way to dominate the conversation and the other person. Mind readers often reach wrong conclusion about what another person thinks. Satir (1998) comments that mind reading can be misleading for we rely on guesses which sometimes people treat as facts.

### **2.3.6 Avoiding subjects**

Some subjects are off limit, that is, they aren't discussed. Very sensitive topics may be hard to handle. Family problems such as death or divorce are not easy to talk about. A subject like sexuality may also be conveniently avoided (Sasse 19997). Ironically, these are the topics that often need discussion the most.

### **2.3.7 Mixed messages**

Sasse (1997), explains that sometimes messages go over more than one channel and the same message is not sent on all channels. This result to mixed message . Speaking when a mixed message is sent, the non-verbal message expresses the sender's true feelings.

One does something that disagrees with hat he/she is saying.

### **2.3.8 Interference**

It can disrupt all forms of communication. For example, a persistent noise such as a loud music, may take your mind off the theme. Watching television is one common source of interference especially in family communication.

### **2.3.9 Silence**

Silence is often a communication problem. Silence can send a strong message to others. It can mean disinterest, hostility, boredom or outright “war”. Sometime, silence may mean people are afraid. They may think that if they talk, they will make mistakes and be laughed at or labeled as a failure. Silence is also the most common response in youth and children experiencing family conflict.

### **2.3.10 Tone**

Satir (1998) comments that the tone can hinder one in understanding another’s message. For example, if the tone is too high or low and barely audible, it may send different message than the one intended.

### **2.3.11 Different outlooks**

Sometimes, communication problems occur because people don’t have the same perception or outlook on life or the same definition of terms. This often happen in families. For example people have a different idea about doing something for example cleaning a room.

### 2.3.12 Distortion

According to Little (1980), every time we code information for transmitting in a particular medium, some distortion takes place. This is most easily seen with words.

#### NEGATIVE COMMUNICATION IN THE FAMILY

Virginia Satir, a family therapist points out that families that manifest some problems that cause pain and dysfunctionality have the following as the main causes. That is low self esteem, communication is indirect, vague and not really honest, rules are rigid, inhuman, non-negotiable and everlasting. The family link to society was fearful placating and blaming (Satir 1988). Negative communication in the family produce troubled families which are linked to crimes, mental illness, alcoholism, drug abuse, poverty, alienated youth, terrorism and many other social problems (Satir 1988).

It is on the above that the researcher bases her study to establish the role of negative communication on adolescent delinquency among the inmates of Nakuru Girls Probation Hostel.

According to Satir (1988), communication is like a big umbrella that covers and affects all that goes on between human beings. It is the largest single factor determining what kind of relationships one makes with others and what happens to each in the world.



Since most of communication between parent and child take place with the two standing, hence the child being small and parent very big, this answers the fact that so many people feel so small all their lives. Many grow with distorted views about themselves and their parents, Satir (1988). Other reasons for negative communication include mind reading, everyone has different images for the same words, one assuming that he/she knows what the other mean and communicating mixed messages.

Satir (1988) further states that unless any family communication leads to realness or straight single meaning, It cannot possibly lead to the trust and love necessary to nourish family members. Members in such a family feel threatened and suffer rejection.

According to Virginia Satir (1988), there are four ways through which people get around the threat of rejection. That is-:

### **Placate**

This means agreeing only because you want to please the other. The person, who placates apologizes, never disagrees and seeks the approval of the other and so people don't get mad at them over an issue.

### **Blaming**

Blaming means finding fault and attacking the other. The blamer doesn't look for answers or responses, just disagrees with the other person to see them as strong and as having a solution to the problem at hand.

### **Computing**

This involves being very reasonable and logical. The person who is computing doesn't show any emotion and stays calm and cool.

### **Distracting**

This is irrelevant communication. Words make no sense and are not to the point. The destructor ignores what others have said and changes the subject. Destructors act as though the problem is not there.

### **Leveling or flowing**

All parts of the message are going in the same direction. The voice, words, the facial expression, body position and voice tone. Relationships are easy, free and honest and people feel few threats to their self esteem.

According to Satir (1988) many people in the world use placating, blaming, computing and distracting patterns of communication. She concludes to say that the above four patterns of communication make the user feel tired and hopeless, isolation, helplessness and feeling unloved and incompetent. The above comprise the real human evils of this world. The four methods of communicating have a killing nature. The result of this take great toll of one's body, causes distrust in relationships , is disappointing and causes disaster.

As one begins to feel the internal stress, personal frustration and hopelessness that accompany communication patterns, if one is stuck in these responses, one might be tempted to think about getting sick, having an extramarital affair, committing suicide, committing murder or other crimes.

Satir further says that just about everyone she has found who has serious problems coping with life for example school problems, alcoholism, adultery etc was communicating in the first four crippling ways. These ways are learnt in childhood.

It is clear to see how other people's actions grow out of their communication. It starts with low self esteem, poor communication with someone, feeling worse and then behaviour reflects it. One begins to develop low self esteem and the circle continues. She says many people are trapped this way, they don't know anything else and thus live miserable, isolated and meaningless existences.

#### **COMMUNICATING EFFECTIVELY.**

In communicating effectively authors on family communication Holford (2004), Satir (1988), Tsuchiyama (1994) and Sasse (1997) look at it as two sided. That is there is the child/ adolescent to parent and parent to child communicating. They have given some general guidelines that can improve communication and make it effective. In this research child and adolescent will be used interchangeably.

## CHILD/ADOLESCENT – PARENT COMMUNICATION

- Use “I” messages rather than “You” messages.
- In case of a misunderstanding, a child can ask his /her parent whether it is good time to talk to him/her. If not, they should arrange for a better time. This makes parents appreciate child’s sensitivity for their feelings and be more willing to accept their request.
- If an argument is brewing, adolescents and parents should walk away from each other and cool off instead of throwing insults back and forth.
- Since arguments often occur at home, it is best to find another setting to talk. This will be a neutral territory.
- Listen to parents as they talk. When parents get mad and realize the adolescent is not listening, parent get irritated.
- Listen actively by repeating back their message to let them know you have heard it.
- Look at the speaker also , it shows you are paying attention.

- If the parents are too busy, one may write a letter to the parent. This allows a child to finish talking before the parent responds.
- One may also share a magazine or book to the parent to read or place it where the parent would see it.
- One can use non-verbal for example doing something positive for the parent without being asked to do.
- When all else fail, a child may reach out to others for guidance for example a friend, relative, teacher, counselor, church minister or other adult who is impartial. A brother or sister may also be handy; after all they know the parents more and may have gone through the same. They can be life savers.
- Never give up.

#### **PARENT \_\_ CHILD COMMUNICATION**

- Get feedback from the child to check that he/she has clearly understood your instructions.
- Use shorter sentences with small children

- Keep your promises to children. If you absolutely have to break a promise, explain everything, apologize and be sure to make another appointment.
- Be ready to say sorry to your child
- If you or your child is upset or angry, wait until everyone feels calmer before talking about something important
- Sitting down in a comfortable place with a refreshing drink together makes it much easier to talk calmly.
- When a child has been courageous enough to tell the truth, reward her or him with love and appreciation for her/his honesty.
- Be ready to forgive your child if he or she has made a mistake.
- Praise and encourage your child for doing something right.
- When communicating with the child, make sure that you are communicating well with your whole face and body.
- Use words that build the child. Avoid nagging, scolding and criticism for they lead to resentment and rebellion.

- Praise effort as well as achievement in children.
- Listen. It gives the children the message that you care and that the children are important. One is able to capture the child's needs and concerns and then offer better help and support.
- Listening carefully also show that the child is respected
- Parent should ask thoughtful questions about what a child has said to show one is listening.
- Wise parents listen well and listen first before jumping into conclusions
- Find time to listen to each of your children every day. Often children want to talk at bed time
- Holford (2004) concludes to say that if parents don't take time to listen to their children today, tomorrow the children may not have time to listen to parents. If a child is listened to when he/she is seven, he will still be talking and listening when he is seventeen. If parents don't bother to listen and keep interrupting them, or if their noisy chatter makes parents angry, the children will stop talking and that would close an important door in their world. Listening is key to understanding the children and their need.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This entails the steps to be taken to acquire the relevant data .This will include the design,method,variables ,population, sampling, research tools ,data collection procedures and data analysis procedure .

#### 3.1 Design

The researcher intends to use a correlation case study design for the study.

According to Mugenda & Mugenda (1999), a case study is an in-depth investigation of an individual, group, institution or phenomenon. The primary purpose is to determine factors and relationships among the factors that have resulted in the behaviour under study.

The case study under study is an institution, that is the Nakuru Probation Girls Hostel and for this reason a case study design was deemed appropriate.

#### 3.2 Method

Due to limitation of time and resources, a survey method is preferable. This will be carried out through an interview for the inmates and a questionnaire for members of staff.



### **3.3 Population and sampling**

The population under study (target) and the accessible population were one and the same. This was because the population under study will be at most twenty. For this reason, there was no need to sample.

### **3.4 Variables**

There are two types of variables under study. Dysfunction family communication is the independent variable and juvenile delinquency is dependent variable.

### **3.5 Instrumentation**

Most of the girls had low level of education. Most of them were primary and secondary school dropout due to delinquency behaviour. For this reason, the researcher used a questionnaire through the interview made.

Also there was a questionnaire for the staff members of the institution.

### **3.6 Data collection procedure**

Due to the smallness of the population in question, the researcher carried out the interviews herself. This was done in one day so that the girls had no chance to discuss so as not to interfere with research.

The researcher first sought out permission to carry out research, briefed the inmates and made arrangements for the interview .

### 3.7 Analyzing the data

The researcher analyzed the collected data through descriptive statistics using tables, percentages and charts.

Firstly, the items on the questionnaires based on the same concepts were grouped and analyzed together.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

In this chapter, the researcher discussed the definition of dysfunctional communication, according to the respondents, its causes, and effects of dysfunctional communication and how to manage communication.

#### General presentation

The following table gives general overview of the number of negatives and positives in 17 faced ended questions

Questions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Negative	4	4	3	2	1	3	5	8	3	4	2	4	3	2	8	4	5
%	40	40	30	20	10	30	50	80	30	40	20	40	30	20	80	40	50
Positive	6	6	7	8	9	7	5	2	7	6	8	6	7	8	2	6	5
%	60	60	70	80	90	70	50	20	70	60	80	60	70	80	20	60	50

In the above responses, a positive reply was to verify the presence of dysfunctional communication apart from question number 7 which asked the interviewers whether they missed home and a yes meant that they would be happy in their homes.

#### Definitions of communication

Three inmates out of the ten interviewed said they could not define communication. The other seven had a partial understanding of communication. Some said it talking and being told to do something. One said communication is saying something.

#### 4.1 Age when one was first misunderstood

Respondent	1	2	3	4	5	6	7	8	9	10
Age	17	18	16	17	15	15	16	17	18	17
Age when one was misunderstood	7	10	8	9	6	8	9	10	15	16

The ages of the respondent span 15-18 years of age. Two respondents felt misunderstood for the first time when they were 8 years. 3 out of the 10 felt first misunderstood when they were first arrested and put in the probation. This could be due to adolescence.

#### Presence of dysfunctional communication

From the open-ended questions, it came out clearly that all the respondents showed that they were misunderstood at one time or another in their lives due to dysfunctional communication.

As the respondent entered their adolescence they all showed that there are times when they are misunderstood.

All respondents but one explained that communication in their home was not always positive and that there was violence in their homes.

All the respondents blame others for their messes and they do not take responsibility.

#### 4.2 Drug use and alcohol use

	Cigarettes	Beer	Hard drugs
Negative	6	3	9
%	60	30	10
Positive	4	7	1
%	40	70	90

Four of the respondents admitted having smoked cigarettes, 7 took beer while one had used opium.

#### 4.3 Effects of dysfunctional communication

The researcher wanted to establish whether indeed the respondents have experienced dysfunctional communication.

Below is a summary table.

EFFECTS	POSITIVE	%	NEGATIVE	%
Low self esteem crime	8	80	2	20
Mental illness	0	0	0	0
Alcoholism	7	70	3	30
Drug abuse	1	10	9	90
Being alienated	7	70	3	30
Terrorism	4	40	6	60
Unhappiness	7	70	3	30
Being judgmental	8	80	2	20
Tendency toward pleasing others	6	60	4	40
Stealing	8	80	2	20
Lying with ease	5	50	5	50
Aggression	6	60	4	40
Difficulty in obeying authority	10	100	0	0

A positive response showed the presence of that particular effect of dysfunctional communication in the respondents.

Over half the respondents showed more than half of the effects of dysfunctional communication in their lives.

A big number of respondents reported vices such as being judged, stealing and alcoholism. They also felt alienated. The number in this group made between 7 and 8 out of the 10 respondents.

#### **4.4 Managing dysfunctional communication**

In answer to the question "how do you communicate when you are misunderstood?" 8 out of 10 respondents, that is 80% said they just keep quiet, hurt from inside, hate those that have misunderstood them and blamed other. 4 out of these 8 also become aggressive against the offender.

Some responded to this by disobeying, running away from home and school, sought refuge in the streets, went out and had sex, stole, took alcohol or cigarettes or broke utensils. Only two said they did nothing.

#### **4.5 Preferred scenario**

Asked what changes they would wish for, all expressed they would want to see communication change or improved in their homes and in the Hostel. All would not want to see violence. All but one answered question 8, that is, if you were to tell those that you blame for your being here, what would you tell them, the girls said they would tell them that they would want them to change, understand them, listen to them first. One respondent said she would tell them off.

## **CHAPTER FIVE**

### **RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter of the research report answers the research questions which were asked . that is, of what percentage of the inmates of the Nakuru Probation Girls Hostel have experienced dysfunctional communication, how would you tell this, what effect has this on their behaviour and response to rehabilitation and discipline efforts.

#### **5.1 Recommendations**

The researcher recommends the following

- Training the hostel staff in communication skills
  
- Individual and group counseling to help the inmates express the ill-feelings they have toward the parents, guardians and probation management
  
- Training the in-mates in communication skills.

#### **5.2 Conclusion**

The following was concluded from the study

- A 100% of the inmates are against the authority

- That over 80% of the inmates have suffered from dysfunctional communication
- The inmates don't want to stay in the hostel and view it as time wasting
  
- Due to lack of communication skills, 60% are aggressive
  
- Due to exposure to dysfunctional communication, inmates express themselves in stealing, poor interpersonal relationships, have negative attitude towards work, discipline and rehabilitation. They view their stay there as punishment.
  
- Resist change

### **5.3 Suggestions for further research**

The researcher did not have time and funding to carry studies in the following areas related to the research findings

- (i) Factors that lead adolescents to crime
- (ii) How relationship between staff and inmates affect rehabilitation
- (iii) After probation care



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# **INTERVIEW SCHEDULE FOR MANAGEMENT AT NAKURU PROBATION GIRLS HOSTEL**

## **QUESTIONNAIRE FOR HOSTEL MANAGEMENT**

### **SECTION 1**

The responses to the questionnaire shall remain confidential.

Please answer the questions truthfully

Participation is not mandatory but cooperation will be highly appreciated.

### **SECTION 2**

Answer the following questions in your own words.

1. For how long have you been working at Nakuru Girls Hostel?
2. What is the most prevalent offence for those girls in the Hostel
3. Is there any notable difference between inmates from single parent families and the nuclear families
4. What is the percentage rate of success in rehabilitating the inmates in the last 2 years
5. In your opinion is that percentage low or high?
6. Whether low or high what has been the cause of the success?
7. Are some of the girls timid, shy and tensed when you speak to them?
8. What do you feel are the causes of poor communication among the inmates?
9. What are the effects of such poor communication?
10. How do you manage the poor communication in helping the inmates deal with poor communication?
11. What are the common challenges in the center?
12. Do the inmates have any say in the day-to-day running of the center?
13. Does the family of the inmates have a role during the rehabilitation period

14. What are the stumbling blocks in the process of rehabilitation of the girls?
15. Is there a follow-up mechanism after the inmates have been released?
16. How would you rate communication among the girls here? Is it positive or negative?
17. Do you have cases where there is a problem between the girls due to dysfunctional communication?
18. How do you correct the problem?
19. What do you think are the causes of dysfunctional communication?
20. Are girls sometimes rude as they communicate with you and with one another?
21. Do you have cases where there is a problem between the girls due to dysfunctional communication?
22. What are the effects of such kind of communication?
23. Do the inmates use abusive language?
24. Do some just keep quiet when misunderstood?

## **INTERVIEW SCHEDULE FOR INMATES AT NAKURU PROBATION GIRLS HOSTEL**

### **SECTION 1**

I assure you that the information you shall give will be treated confidentially and it shall not be used for any other purpose other than the academic use for which it is intended.

You are not required to put your name on the answer sheet.

It is important that you answer each question faithfully. You are therefore free to ask any question for clarification.

You are free not to answer any question you are not free with.

Participation in this interview is not mandatory and you can choose not to participate.

Thank you very much for your cooperation.

### **SECTION 2**

Personal information

Age                      level of education                      duration of stay so far

Crime committed

Family background

### **SECTION 3**

Please answer yes or no

1. Do you have difficulties communicating with other people?

Yes                      No

2. Do you have difficulties remaining close to people?

Yes                      No

3. Do you always try to say everything to please people

Yes                      No

4. Have you ever said anything and you were misunderstood?

Yes                      No

5. Do you have difficulties obeying authority?

Yes                      No

6. Do you often struggle with feelings of low self-value?

Yes                      No

7. Do you miss home?

Yes                      No

8. Do you have somebody that always understands you?

Yes                      No

9. Do you feel this angry all the time without enough cause?

Yes                      No

10. Did you feel this angry before you came to the hostel?

Yes                      No

11. Have you ever stolen anything?

Yes                      No

12. Do you find it easier to lie instead of telling the truth?

Yes                      No

13. Are you sometimes aggressive (fighting or abusive) to people instead of communicating the issue peacefully?

Yes                      No

14. Did you ever experience violence in your home?

Yes                      No

15. Did you spend quality time with mom and dad at the same time?

Yes                      No

16. Did you smoke before you came to the hostel?

Yes                      No

17. Did you drink any alcohol?

Yes                      No

#### SECTION 4

Answer your own words.

1. What do you understand by the term communication
2. Explain how communication was done at home e.g when your parents were giving instructions, did they just tell you how things should go, did you discuss with them, how did your siblings communicate? How did your parents communicate with one another?
3. Explain how all that made you feel?
4. When you are misunderstood, how do you communicate?
5. When you are misunderstood, what do you do?
6. Are there things you did in the past that you would never want to repeat? If any name them.
7. Who do you think is to blame for your present situation?
8. If you were to tell them how you feel, what would you tell them?
9. Do you think they would understand you? Explain.
10. How old were you the first time you got really misunderstood?