

**MEDIATING EFFECT OF PSYCHOSOCIAL SUPPORT ON RELATIONSHIP
BETWEEN PARENTAL MENTORSHIP AND TEENAGE DELINQUENCY IN
PRESBYTERIAN CHURCHES IN KAWANGWARE, DAGORETTI SUB-
COUNTY, NAIROBI, KENYA**

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Declaration

I declare that this research thesis is my original work and has not been presented in whole or in part in this university or any other institution for the award of diploma, degree or any other academic qualification.

Signature

Date.....

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This research thesis has been submitted for examination with my approval as a university supervisor.

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Dedication

To my beloved husband, Peter Gichuki, and our wonderful children Jackie, Tessy, Christine, and Lee, I am deeply thankful for your unwavering love, patience, and support. Your sacrifices, understanding, and constant encouragement gave me the strength to persevere through the challenges of study. This achievement is as much yours as it is mine, and I cherish the role each of you played in making this dream a reality.

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Abstract

Teenage delinquency constitutes great concern in the contemporary world. This study sought to investigate the mediating effect of psychosocial support on relationship between parental mentorship and teenage delinquency in Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi, Kenya. The specific objectives were: to examine the prevalence of teenage delinquency; to investigate the role of parental mentorship on teenage delinquency, to assess the extent to which psychosocial support mediates the relationship between parental mentorship and teenage delinquency, and to establish the possible interventions to teenage delinquency. The study was anchored on Psychological Wellbeing Theory and the Social Control Theory. The study employed embedded mixed-methods research design. The target population comprised 277 teenagers drawn from three Presbyterian Church of East Africa assemblies in Kawangware. A stratified sample of 164 teenagers was recruited for this study. Data was collected using the Mentoring Function Questionnaire, Ryff's Psychological Well-Being Scale, and Self-Reported Delinquency Scale. In-depth interviews were also administered on 20 parents to corroborate the quantitative data. Quantitative data was analysed using multiple linear regression using SPSS version 25. Qualitative data was analyzed using Nvivo version 12. Results showed that theft emerged as the most prevalent delinquent behavior ($M = 2.76$), followed by truancy ($M = 2.58$) and violent behavior ($M = 2.28$). Educational support was the most manifest form of parental mentorship ($M = 4.23$, $SD = 0.95$), followed by role-modelling ($M = 4.08$, $SD = 0.85$), and lastly, psychosocial support ($M = 3.87$, $SD = 0.98$). Parental mentorship significantly explained approximately 19.8% of the variance in teenage delinquency ($R^2 = .198$, $p < .05$). The regression coefficient for parental mentorship was negative and significant ($B = -0.341$, $p < .05$), suggesting that higher levels of parental mentorship are associated with lower levels of teenage delinquency. Qualitative interviews highlighted the theme of value-based and practical mentorship as encouraging positive choices. However, while parental mentorship accounted for approximately 52.9% of the variance in psychosocial support ($R^2 = .529$, $p < .05$), psychosocial support did not significantly mediate the relationship between parental mentorship and teenage delinquency ($p > .05$). Environmental influence and peer pressure were highlighted by parents as playing a key role in adolescent delinquency. Thematic analysis yielded three complimentary psychosocial intervention themes: Youth Empowerment and Practical Engagement Programs, Value-Based Guidance, and Strengthening Family Relationships. It was recommended that effective psychosocial interventions should center on structured- collective youth empowerment initiatives, moral instruction, and the strengthening of parent-teen relationships. Since adolescent delinquency is a concern that spans across all social classes, and in light of the unique social and economic challenges in Kawangware and similar urban informal settlements, future research should turn attention to adolescents hailing within socioeconomically endowed families.

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Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ANOVA	Analysis of Variance
AU	African Union
CD	Conduct Disorder
COVID-19	Coronavirus Disease 2019
CSA	Childhood Sexual Abuse
CU	Callous-Unemotional
DPAR	Positive Development for Adolescents
HIV	Human Immunodeficiency Virus
HIV	Human Immunodeficiency Virus
ISERC	Scientific and Ethics Review Committee
M	Mean
NACOSTI	National Commission for Science, Technology, and Innovation
PCEA	Presbyterian Church of East Africa
RNR	Risk-Need-Responsivity
SD	Standard Deviation
SE	Standard Error
SPSS	Statistical Package for Social Science
SRD	Self-Reported Delinquency Scale
USA	United States of America
WHO	World Health Organization

Operational Definition of Terms

Blended family: This is a family structure where one or both partners in a couple have children from previous relationships, and these children may live with the couple or visit regularly (Peter & Mwadukwe, 2022). In this study, the term means a family type where either one of the parents of the teenager is not a biological parent or where a sibling does not share both biological parents with the teenager.

Parental mentorship: This refers to the relationship between a parent and their children, involving guidance, support, and active engagement in the child's personal and social development through consistent, positive role modeling (Listyaningrum et al., 2020). In this study, parental mentorship refers to the act of coaching, role-modelling, and moral management of the teenage by the parent.

Peri-urban: refers to areas that are located near or surrounding a city or town (Sharma et al., 2023). The peri-urban area in this case refers to Kawangware, an estate situated on the outskirts of Nairobi City County.

Psychosocial Support: This refers to the interplay between psychological elements, which influence how a person perceives and responds to their social environment, and social factors, which are defined by the relationships a person maintains (Aprielieva et al., 2021). In this study, psychosocial support is an umbrella term comprising of both psychological support and social support.

Teenage: This refers to the developmental stage characterized by significant physical, emotional, and social changes during transition from childhood to adulthood (Balamurugan, 2024). In this study, the term is operationally defined as individuals aged between 13 and 19 years.

Teenage delinquency refers to behaviors exhibited by adolescents that are both illegal and antisocial (Álvarez-García et al., 2019). In this study, teenage

delinquency is conceptualized as the involvement of adolescents in behaviors such engagement in crime, truancy, substance abuse, violent behavior, and rebellion.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter provides a background overview of teenage delinquency from the global perspective to the local, Kenyan context. The background introduces the variables under investigation and highlights the gaps in knowledge that provided the impetus for the present study. This includes trends and statistics related to teenage delinquency and the practice of parental mentorship and its psychosocial implications. Subsequently, the chapter presents the statement of the problem, the purpose of the study, the objectives and the research questions. It also provides study assumptions, rationale and significance, scope delimitation and limitation of the study, and summary.

Background to Study

Raising children is becoming increasingly challenging as social, cultural, and economic environments are shaped by broad, macro-level forces (Gimenez-Serrano et al. 2022). The internet; for example, has normalized certain antisocial behaviors, making it harder for parents to instill values in their children, as it provides a democratic space where diverse cultures interact and sometimes clash with traditional moral frameworks (Imran et al. 2023). At the same time, economic demands force parents to spend long hours at work, leaving many children to grow up with parents who are present more in name, than in reality (Hill et al. 2021). Even more troubling is the growing number of children who are orphaned, abandoned, or forced to leave home due to unbearable hardships, highlighting the deepening crisis of parental absence and societal change (Kazandjian, 2024; Mohapanele, 2023).

Despite the many challenges parents face that may limit their ability to mentor their children, studies consistently show that parental mentorship plays a crucial role in a child's development (Hill et al. 2021). As a child's first point of contact with the world, parents naturally become mentors, shaping their children's initial worldview before they develop their own values (Christensen et al. 2021). Even when unintentional, parental influence remains significant, with research highlighting that a child's future behaviors are often rooted in this early mentorship (Butler, 2021; Christensen et al. 2021). Ultimately, parental guidance forms the foundation upon which children build their understanding of themselves and the world around them (Hill et al. 2021).

Mentorship, as defined by Jeynes (2017), is a relationship between an experienced individual and a younger person, built on mutual care, commitment, and trust, enriching personal lives and fostering growth. Srinivasan (2024) expands on this by describing mentorship as an intentional developmental bond where a more knowledgeable individual supports the personal and professional growth of a less experienced counterpart, granting mentors significant influence over their mentees. Jean (2020) connects mentoring interventions with other youth prevention strategies, such as recreational programs, social-emotional learning initiatives, and child and adolescent psychotherapy. Additionally, Kenney (2023) raises the question of how far one must look into a young person's history to fully understand teenage delinquency, emphasizing its complexity. This study examined mentorship through the lenses of educational support, psychosocial support, and role modeling.

Thomas et al. (2020) describe psychosocial factors as environmental influences that affect individuals both psychologically and socially. In contrast, Ng et al. (2019) focus more on the individual's internal experience, defining psychosocial factors as the

feelings or reactions that arise from one's social and physical environment. Comparing the two, Thomas et al. (2020) emphasize external influences and their impacts, whereas Ng et al. (2019) highlight the resulting internal experiences. Aprieliava et al. (2021) reconcile these perspectives by defining psychosocial factors as the interaction between psychological elements and individuals, shaping how they interpret and respond to their environment, with social factors influenced by their relationships. Therefore, psychosocial factors can be understood as a dynamic interplay between external influences and internal experiences. This study explored psychosocial factors through the lenses of self-acceptance, environmental mastery, positive relationships, personal growth, and purpose in life.

Delinquency is broadly understood as criminal activities committed by individuals under 18 (Young & Giller, 2021). This understanding aligns with Mburu's (2021) more specific characterization of teenage delinquency as crimes committed by adolescents aged 13 to 19 years. While both focus on illegal actions, De Boer and Guarnaccia (2023) expand the definition by including antisocial behaviors alongside illegal ones. Nelson et al. (2024) emphasizes the developmental stage of teenage offenders, describing them as adolescents under 18 who are in a transitional period, a notion supported by Atmaca and Öntaş, (2024). Acharjee (2021) takes a legalistic approach, defining delinquency as actions that would be criminal if committed by adults but fall under the jurisdiction of teenage courts for minors. Yulianti and Fakrulloh (2021) reinforces this view by seeing teenage delinquency as the violation of criminal statutes by minors. Meanwhile, Northrop et al. (2022) introduces the idea that delinquency includes not only crimes but also status offenses, behaviors like truancy, running away from home, or disobeying parents that are only considered problematic because of the offender's age. In sum, these perspectives collectively

define teenage delinquency as both criminal and non-criminal behaviors by individuals under 18, with legal, developmental, and social dimensions. This broader view highlights that delinquency encompasses not just law-breaking but also actions that deviate from societal expectations for adolescents.

Teenage delinquency refers to antisocial behaviors exhibited by individuals aged 13 to 19, a transitional period characterized by significant psychological and social changes (Jones, 2023). During adolescence, increased peer pressure often leads to stronger allegiances to friends than to parental figures, influencing decision-making and behavior (Maina, 2022). This phenomenon not only causes distress to both victims and perpetrators but also poses a significant threat to community well-being and development (Farrington, 2023). The consequences of delinquency can hinder social and economic progress, perpetuating cycles of disadvantage and instability (Farrington, 2023). Moreover, early intervention and parental mentorship play a crucial role in mitigating these behaviors, fostering healthier relationships, and promoting positive youth development (Srinivasan, 2024). Understanding the underlying factors contributing to delinquency is essential for creating effective prevention and intervention strategies. This study examines teenage delinquency through the dimensions of crime, truancy, substance abuse, violent behavior, and rebellion.

Kratcoski's (2020) legal characterization thus underscores the importance of distinguishing between acts that would be criminal regardless of age and those that are only offenses due to the individual's teenage status. This duality of delinquency-criminal offenses and status offenses – highlights the unique legal framework surrounding adolescent behavior, wherein minors are held accountable in ways that differ from adults (Adhikari, 2022). Cain (2023) further elaborates on this by identifying specific delinquent acts, such as murder, rape, and drug sales, alongside

status offenses like truancy and running away from home. These distinctions are crucial in shaping intervention strategies, focusing more on rehabilitation and correction rather than mere punishment (Yulianti & Fakrulloh 2021). By addressing both types of offenses, the teenage justice system aims to guide teenagers toward more constructive paths and prevent further criminal behavior in adulthood. Understanding these nuances helps tailor more effective programs and policies that address the root causes of delinquent behavior while supporting positive youth development.

Teenage delinquency is increasingly recognized as a global issue (Balamurugan, 2024). For example, Hockenberry (2022) reported that 114 out of every 100,000 youth were delinquents in the USA. In England, the Youth Justice Board (2022) found that about 5% of young people aged 10-17 were involved in the youth justice system. Garcia et al. (2021) observed that the prevalence of delinquency among adolescents in Spain was approximately 3-6%. Similarly, Kondo et al. (2021) reported that teenage delinquency rates in Japan ranged from 2-4% of the youth population. In Iran, Mohammadi et al. (2020) noted that delinquency among adolescents ranged between 4-7%. Consequently, it can be surmised that teenage delinquency is a widespread issue, highlighting the need for expanded research to address and resolve this problem effectively. Petäjä et al. (2023) found a high prevalence of delinquency, noting that children not living with their parents are 2.5 times more likely to engage in such behaviors. Kokoravec et al. (2021) reported that delinquency affects both urban and rural areas.

There are multiple causes associated with teenage delinquency, ranging from individual to environmental factors (Balamurugan, 2024). Personal factors refer to inner traits that predispose individuals to certain behaviors, such as impulsivity, low self-esteem, and psychological problems (Gupta et al., 2022). Environmental factors

include external influences, such as family dynamics, peer relationships, and socioeconomic conditions (Farrington, 2023). Other contributing factors include; inconsistent discipline, poor parental supervision, family conflict, and exposure to violence within the family or community (Petäjä et al., 2023). Educational challenges, such as academic failure, truancy, and disengagement, can also promote delinquent behavior. Furthermore, social factors like association with delinquent peers and the absence of positive role models increase the risk of adolescents engaging in illegal activities. Understanding these causes is essential for developing effective interventions (Álvarez-García et al., 2019).

Despite the pervasive nature of delinquency, there are strategies that can be implemented to reduce its prevalence. For example, in Canada, Erdem et al. (2024) indicated that guardians with mentored children experienced a more noticeable enhancement in family dynamics over time compared to those with unmentored children. Additionally, guardians with mentored children reported reduced levels of depression, social anxiety, and hostility/aggression compared to their counterparts. In the United States, Chimanov (2023) asserted that socio-psychological techniques are effective in preventing deviant behavior among adolescents, highlighting several areas for intervention by specialized psychologists. Notably, innovative socio-psychological methods inspired by international practices and the principles of "restorative justice" have shown promise in preventive efforts. These approaches focus on addressing underlying issues and fostering positive behavioral changes, offering a comprehensive framework for reducing delinquency and supporting at-risk youth.

Teenage delinquency has increasingly been linked to drug abuse, with a notable rise in heroin consumption and injection across Eastern and Southern Africa, as highlighted in the African Union Plan of Action (2019-2023). This surge in drug use

has led to elevated transmission rates of HIV/AIDS and hepatitis, particularly among women and young individuals who inject drugs (Kenney, 2023). The plan also underscores that Africa's youth bulge, coupled with high unemployment rates, and has contributed to a growing number of young people on the continent turning to drugs (Srinivasan, 2024). Poverty serves as a significant driver of drug abuse, which, in turn, fuels teenage delinquency. In such circumstances, drugs are often sought as a means of solace, offering a false sense of hope to those affected.

Recent studies highlight various factors influencing teenage delinquency and academic performance in Kenya. Ouma and Teresia (2024) identified socio-economic factors such as limited access to education, economic instability, family dysfunction, and peer pressure as significant contributors to criminal behavior among teenagers in Nairobi City County's Kibera Slums. Individual factors like mental health issues and prenatal influences also play a role. Muigua (2021) emphasized poverty as a major factor affecting insecurity and delinquency in slum and rural areas, exacerbated by climate change and population growth. Burde (2023) noted challenges in informal settlements where some students fail to engage academically despite attending school. Shoemaker (2018) highlighted the pervasive issue of teenage crime in areas like Kawangware. Okumu et al. (2023) found a significant correlation between single parents' income and their children's academic performance, with informal employment impacting educational needs. Wangila et al. (2023) demonstrated the positive impact of psychosocial interventions on adolescent development in Trans-Nzoia County, suggesting these interventions could guide future research and practice.

Statement of the Problem

Teenage delinquency is a significant social concern in Kenyan peri-urban centers, where adolescents face challenges that contribute to antisocial behaviors such

as crime, truancy, substance abuse, and rebellion (Wa Teresia, 2022). Parental mentorship plays a crucial role in shaping adolescent behavior by providing guidance, emotional support, and positive role modeling (Atif et al., 2022). However, the extent to which parental mentorship influences teenage delinquency in this context remains unclear. Moreover, psychosocial factors—such as self-acceptance, peer influence, emotional regulation, and social support – may mediate this relationship, either reinforcing or diminishing the impact of parental mentorship on delinquency.

Existing studies on parenting and adolescent behavior have predominantly focused on younger children or isolated parental factors such as involvement and neglect. For instance, Mazrui (2021) examined how parental involvement and family structure influence younger children but did not extend their analysis to adolescents, who face unique psychological and social challenges. Similarly, Njeri (2022) investigated adolescent delinquency, emphasizing the role of parental neglect but overlooking broader psychosocial support. Further, research by Onsando (2021) and Gicharu et al. (2023) provided valuable insights into teenage delinquency but focused on male and female delinquents who were being rehabilitated, respectively. While Onsando (2020) examined parenting styles and delinquency, and Gicharu et al. (2023) analyzed the effects of sexual abuse, neither study explored the role of parental mentorship as a protective factor before delinquency escalates to the point of rehabilitation. This gap underscores the need for research that examines parental mentorship as a proactive influence on adolescent behavior.

Given these gaps, this study sought to investigate the relationship between parental mentorship and teenage delinquency in Kenyan peri-urban centers, with a specific focus on Kawangware, Dagoretti Sub-County. Additionally, it assessed the mediating effect of psychosocial factors on this relationship. By focusing on

adolescents before they enter the rehabilitation system, this study aims to provide a deeper understanding of how mentorship and psychosocial support interact to shape adolescent behavior. The findings contribute to evidence-based interventions and policy recommendations aimed at mitigating teenage delinquency in complex urban environments.

Purpose of the study

The purpose of the study was to investigate the relationship between parental mentorship and teenage delinquency in Kawangware, Dagoretti Sub-County and assess the mediating effect of the psychosocial support on this relationship.

Specific Objectives

The objectives for this research were:

1. To examine the prevalence of teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.
2. To investigate the role of parental mentorship on teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.
3. To assess the extent to which psychosocial support mediates the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.
4. To explore the possible interventions to teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.

Research Questions

This study was guided by the following research questions:

1. What is the prevalence of teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya?
2. What is the role of parental mentorship on teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya?
3. To what extent does psychosocial support mediate the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya?
4. What are the possible interventions for teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya?

Assumptions of the Study

The rationale for this study was anchored on the critical need to address the rising cases of teenage delinquency in Kawangware, Dagoretti Sub-County, which mirrors similar challenges in other urban and peri-urban areas in Kenya. Understanding the prevalence of teenage delinquency was essential, as it provided a foundational grasp of the magnitude of the problem in this specific community. This knowledge was crucial for formulating targeted interventions. Exploring the relationship between parental mentorship and teenage delinquency was particularly significant as existing research suggested that the presence or absence of parental guidance played a major role in shaping adolescent behavior. Investigating this dynamic helped clarify whether

parental engagement in Kawangware influences delinquent behavior and, in what ways, mentorship serves as a protective factor.

Additionally, assessing the mediating effect of psychosocial factors on the relationship between parental mentorship and teenage delinquency allowed the study to delve into the underlying psychological and social elements that influenced or moderate this relationship. Psychosocial factors, such as mental health challenges, poverty, and peer pressure, are key contributors to the delinquency problem; thus, understanding their role was crucial for effective intervention. Lastly, the study sought to identify psychosocial interventions that were employed to curb teenage delinquency. Given the multifaceted nature of delinquency, pinpointing strategies that address both family dynamics and the psychosocial environment provided sustainable solutions for reducing delinquency in Kawangware. The study, therefore, provided comprehensive insights and evidence-based recommendations that informed policy, community programs, and parental practices, ultimately benefiting the youth, their families, and society at large.

Justification/Rationale of the Study

Adolescent delinquency presents a significant challenge in peri-urban centers and slums in Kenya, where high poverty levels create an environment conducive to delinquent behavior (Mbogo & Wambua, 2022). The pressures associated with economic hardship and social instability can exacerbate adolescent delinquency, making it essential to understand the role of parental mentorship in mitigating these issues (Jackson et al., 2023). Investigating the relationship between parental mentorship and adolescent delinquency was crucial for identifying effective solutions to this pervasive problem (Akinyotu & Akinrotimi, 2022; Listyaningrum et al., 2020). In contexts like Kawangware, where psychosocial factors often overwhelm parents and

hinder their ability to provide effective mentorship, this study aimed to shed light on how these dynamics affect adolescent behavior (Chen et al., 2019; Harris & Goodall, 2020). By focusing on this specific environment (Shoemaker, 2018), research offered actionable insights and practical interventions tailored to the unique challenges faced by families in such slum settings (Ng et al., 2019; Thomas et al., 2020). Addressing these issues will contribute to more effective strategies for supporting both parents and adolescents, ultimately reducing delinquency and improving overall community well-being (Siegel, 2018).

Significance of the Study

Teenage delinquency and violence pose significant social and economic burdens in Kenyan slums today, with individuals more likely to engage in delinquent behavior during adolescence than at any other stage in life (Njeri, 2022). This study aimed to create awareness of the psychosocial support of parental mentorship on teenage delinquency, highlighting how proper guidance curbed delinquent tendencies. Additionally, the study proposed counseling interventions to address the psychosocial factors affecting parental mentorship among teenagers in Kawangware, Dagoretti Sub-County, Nairobi City County. The study's significance was multi-faceted, offering critical insights that could benefit the Kawangware community. By providing families with a framework for effective parenting and counseling, the findings helped equip parents with the necessary skills to positively transform the youth in the area. The outcomes of this research informed policymakers and community leaders on interventions aimed at reducing teenage delinquency.

Youth represent the largest segment of any community, and when successfully mentored, they contribute to the progression and continuity of society and the nation as a whole (Jackson et al., 2023). This study served as a valuable repository of

knowledge, providing essential insights for churches as they minister and serve the youth. Currently, many churches lack a comprehensive guide or manual to effectively support their youth ministries, and this research sought to fill that gap. Institutions working with the youth, including government ministries and programs, benefited from the intelligence and wisdom presented in this study. The main issue today is not the absence of solutions, but the lack of valuable knowledge, which this research provided. Furthermore, academicians interested in exploring teenage delinquency found inspiration and a strong foundation in this study for further research endeavors.

Scope of Study

The study investigated the prevalence, causes, and consequences of teenage delinquency among teenagers aged 14-19 years in Kawangware, Dagoretti Sub-County. The study sites were PCEA Kawangware, PCEA Kabete, and PCEA Rurii. It is instructive to note that according to the church's administrative structure, PCEA Kawangware is a parish that oversees both PCEA Kabete and PCEA Rurii. The study explored various forms of delinquent behavior and assessed how widespread these behaviors are within the community. The study also focused on the role of parental mentorship in influencing teenage behavior, identifying whether effective parental involvement could reduce delinquency. Additionally, the study examined the mediating effect of psychosocial factors, such as peer pressure, emotional well-being, and social environment, on the relationship between parental mentorship and teenage delinquency. By doing so, the research highlighted key psychosocial drivers of delinquency and provided insights into how these can be mitigated. Furthermore, the study proposed potential psychosocial interventions aimed at curbing delinquent behavior, offering solutions for both families and the broader community.

Study Limitations

This examination highlighted two salient limitations. The study was restricted in scope to the youth in selected Presbyterian churches in Kawangware. Whereas the study objectives were achieved, this scope may not be reflective of the broader experiences of teenagers of non-Presbyterian churches or even Presbyterian churches in other geographical regions, such as rural areas. This limitation has been acknowledged as providing room for further research extension. The research utilized questionnaires that generated self-reported responses. As a result, there was a risk of social desirability bias, as has been implied in the instances of disparity between teenage respondents' own self-reported experiences and the observations by responding parents.

Delimitation

The study investigated teenage delinquency among adolescents aged 14-19 in Kawangware, Dagoretti Sub-County. However, it did not encompass all youth in the area due to several limitations. First, the study only focused on teenagers within this specific age range, thereby excluding younger children and older youths who could have been involved in delinquent behavior. Additionally, the research targeted a specific sample of teenagers rather than the entire population, due to time, resources, and logistical constraints. The study also limited its focus to Kawangware, meaning findings did not necessarily reflect the broader youth population in other regions of Nairobi City County or Kenya. Furthermore, while the study examined parental mentorship and psychosocial factors, it did not delve deeply into other potential influences, such as school environments or peer group dynamics. These delimitations were necessary to maintain focus and ensure the research was feasible within the available timeframe and resources.

Chapter Summary

The study has provided relevant information informing the context and focus of the research. The study's purpose has been stated, along with the specific objectives and the corresponding research questions. The chapter has addressed the rationale, assumptions, significance, scope, limitations, and delimitations. The next chapter presents a critical review of empirical and theoretical literature.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter provides the empirical literature review and examines existing research, summarizing findings and methodologies to provide a comprehensive understanding of the topic and identify gaps for further exploration. The empirical section synthesizes key findings, trends, and discrepancies, offering insights into areas of consensus and divergence among researchers. The theoretical framework which outlines the foundational theories and perspectives guiding the study is then discussed. Finally, the conceptual framework that visually depicts the interrelationships between key variables or concepts, guiding data organization, analysis, and interpretation towards the research objectives is illustrated and described.

The Prevalence of Teenage Delinquency

Teenage delinquency refers to the involvement of individuals under the age of 18 in petty crimes and other behaviors that deviate from socially accepted norms (Akhtar et al. 2024; Wu, 2021). This distinction sets it apart from adult criminal behavior, which is why it is aptly referred to as teenage delinquency (Abhishek & Balamurugan, 2024). It encompasses acts such as theft, truancy, substance abuse, vandalism, and other forms of misconduct that violate legal or societal expectations (Ngoveni et al., 2024). Experts agree that delinquency does not occur in a vacuum but is influenced by various underlying factors, including family environment, peer pressure, socio-economic conditions, and psychological well-being (Farrington, 2021; Wagithi, 2023). While some cases arise from neglect or poor parental supervision, others stem from exposure to negative social influences or emotional distress (Farrington, 2021). Understanding the causes and patterns of teenage delinquency is

essential for designing interventions that promote positive behavior and social integration among at-risk youth.

In developed countries such as the United States, England, and China, psychosocial factors have become increasingly prevalent due to rapid modernization, high-stress lifestyles, and social isolation (Piotrowski et al. 2021;). The fast-paced nature of urban life has contributed to rising cases of anxiety, depression, and other mental health disorders. In the United States, nearly 1 in 5 adults experience mental health issues annually, with anxiety and depression being the most common conditions. Similarly, in England, the NHS reported that 1 in 6 adults had a common mental disorder in 2020, largely attributed to work-related stress and financial pressures. In China, the rapid transition to an industrialized economy has led to increased psychological distress, especially among young professionals and urban dwellers (Wu, 2021). These trends highlight the growing impact of psychosocial factors on mental health in highly developed societies.

Gupta et al. (2022) conducted a synthesis of 15 articles to explore teenage delinquency in India, revealing that 38,685 children, predominantly aged 16 to 18, were arrested for delinquent activities in 2019. A related study by Choubey et al. (2023) traced teenage delinquency prevalence from 2019 to 2021, showing a decrease from 3,817 cases in 2019 to 2,180 in 2020, and an increase to 2,737 in 2021. Both studies emphasized the importance of parental supervision, highlighting that children with adequate oversight were less likely to engage in criminal behavior, even in risky environments. Key factors contributing to delinquency included poverty, which was identified as the primary driver, and a history of sexual assault, which heightened the likelihood of involvement in criminal activities. Peer pressure, particularly in contexts of substance abuse, was also a significant risk factor. Additionally, exposure to violent

video games was linked to delinquent behavior in some cases. However, the study by Gupta et al. (2022) presented a methodological gap, as it relied solely on secondary sources rather than primary data collection.

Luther et al. (2024) investigated the different classes of adolescent delinquency and victimization among 1,948 children aged 4 to 14 years in Canada. The study revealed that 24.6% of the participants experienced significant levels of both delinquency and victimization. Of this group, 7.8% exhibited moderate levels of delinquency and victimization related to school environments, while 11.8% had moderate levels stemming from home contexts. Additionally, 5% of the sample reported severe levels of both delinquency and victimization in both home and school settings. The study highlighted key factors such as parental education, household income, and psychological health as significant contributors to both delinquency and victimization. Furthermore, gender was found to be a predictor of susceptibility to delinquent behavior and victimization. This study underscores the intricate relationship between family, socioeconomic status, and individual factors in influencing delinquent behaviors and suggests that comprehensive interventions addressing these areas are necessary for effective delinquency prevention. The focus on classifying delinquent behaviors points to a conceptual gap in understanding the various categories of delinquency.

Li and Wu (2019) predicted the prevalence of teenage delinquency in China through a study involving 30,000 participants. The study found that teenage delinquency rose by 11.5%, with teenage cybercrime increasing by 16.28% by 2015. The results highlighted the significant influence of both family and social factors on crime rates, noting that negative family environments (e.g., poor parenting, family conflicts) and harmful social influences (e.g., peer pressure) lead to higher delinquency

rates. However, the relationship between school factors and crime was found to be more complex, with initial improvements in school environments possibly leading to increased crime rates before later reductions as conditions further improve. This finding suggests that crime prevention efforts must address multiple factors—family, social, and school environments – collectively. The study was conducted using recovered adult delinquents, presenting both a contextual and a methodological gap.

Van der Laan et al. (2021) examined teenage delinquency in the Netherlands over a 15-year period, beginning in 2005, with a sample of 4,855 young adults. The study found a decline in overall delinquency, attributed to reduced exposure to risk factors like alcohol and increased exposure to protective factors such as parental emotional support and supervision. Additionally, shifts in social and cultural attitudes contributed to this decline. However, serious delinquent behavior remained stable, indicating that while preventive measures have been effective in reducing general delinquency, severe offenses persist. This underscores the importance of continuing to address both protective and risk factors and adapting strategies to evolving social contexts. The study's longitudinal design introduces a methodological gap.

Sharmin (2021) investigated the extent of teenage crime in Bangladesh using a combination of face-to-face interviews, surveys, and data from grey literature. The study involved 169 delinquents surveyed, 15 additional delinquents in focus group discussions, and 8 participants, including guardians, lawyers, and justice department employees. The findings revealed a significant number of children involved in criminal activities, with 23% sample accused of assaulting women, 22% involved in murders, 17% in drug-related offenses, 8% in violent robberies and hijacking, and 14% in theft. The study also highlighted a high prevalence of lack of parental mentorship and elevated poverty levels among the delinquents. While the study provided valuable

insights, the prevalence rates were based on a specific sample rather than national estimates, indicating a methodological limitation that could affect the generalizability of the findings.

Tianingrum and Sunarti (2020) investigated the prevalence of teenage delinquency among students living near nightclubs in Indonesia, recruiting 369 students aged 11-16 years. The study revealed a high delinquency rate of 69.7%, establishing a direct link between delinquent behavior and the influence of social circles and environmental pressures. Adolescents were found to be particularly susceptible to the norms and behaviors of their peers, especially in areas with negative influences such as nightclubs. The study suggests that interventions to reduce delinquency should focus on altering the peer environment and addressing exposure to crime and unsupportive social networks. It highlights the importance of community programs and parental involvement in providing positive mentorship for at-risk adolescents. However, the study's focus on students near nightclubs presents a conceptual gap, as it does not account for other environments where delinquency may also be prevalent.

Marshall et al. (2022) surveyed the rate of victimization among school-going adolescents to assess the prevalence of teenage delinquency across 63 countries, including six African nations – Kenya, South Africa, Ghana, Cape Verde, and Nigeria—using data collected in 2020. The study sampled 1,800 students from each country and revealed that 33.3% of the total sample had been victimized. Of these, 20% reported theft, 14% experienced bullying, and 4% were victims of robbery with violence. In comparison, a similar study conducted in 2018 across 27 countries, with a sample of 62,636 teenagers, found that 23.1% had experienced theft and 4.8% had experienced robbery, indicating a decrease of 3.1% in theft and 0.8% in robbery

incidents over the two-year period. While the study generated valuable findings by covering many countries and demonstrating a decrease in delinquency prevalence, it did not include conflicted regions. Additionally, the study measured the rate of delinquency based on victim reports, which may not fully capture all aspects of teenage delinquency.

Duah (2023) investigated the prevalence of teenage delinquency among school children in Ghana, involving 400 participants. The study revealed that a significant number of students exhibited delinquent behaviors. It identified family structure as a major contributing factor, indicating that disruptions or dysfunctions within the family environment are strongly associated with delinquency. Additionally, social media was found to have a substantial impact, suggesting that online interactions and content influence adolescent behavior. In contrast, peer pressure was shown to have a minimal effect on delinquency in this context. These findings underscore the importance of addressing family dynamics and managing social media exposure in interventions aimed at preventing teenage delinquency. The study's focus on secondary school adolescents highlights a contextual gap in understanding these dynamics within this specific age group.

Farrington (2023) identified several risk factors for delinquency, including heightened impulsiveness, attention deficit-hyperactivity disorder, lower intelligence and academic achievement, reduced empathy, poor child-rearing practices, inadequate parental oversight, child abuse, harsh discipline, parental discord, disrupted households, delinquent peer influences, socioeconomic disadvantage, poor housing conditions, and impoverished regions (Listyaningrum et al., 2020). Consequently, the elevated rate of delinquency and the presence of these risk factors highlight the need for risk-focused prevention strategies to be implemented to mitigate potential adverse

outcomes (Farrington, 2023). Such strategies could include community-based interventions, family support programs, and enhanced educational resources to reduce these contributing factors (Farrington, 2023). Additionally, early identification and treatment of behavioral disorders in children may help in lowering their chances of engaging in delinquent activities later in life.

Spencer (2023) conducted a comparative analysis of parenting practices and their impact on teenage delinquency between China and the United States to gain culturally pertinent insights into potential variations in parenting styles. The results indicated that American adolescents perceived greater parental responsiveness, but lower parental control compared to their Chinese counterparts. Despite these differences, teenage delinquency remains a significant issue in the United States (Aazami, 2023). Essix (2021) continues to intimate that teenage delinquency has persisted and even risen in the United States, despite ongoing efforts by the legal system and policymakers to address the issue. This persistent challenge underscores the need for more effective and culturally sensitive approaches to prevent and manage delinquent behavior among teenagers. It also highlights the importance of understanding the complex interplay between parenting practices, cultural contexts, and delinquency.

Baumer et al. (2021) asserts that concerns such as youth violence have prompted a surge in the examination of teenage delinquency, not only within the United States but also on a global scale. He suggested that instances of unexplained violence occur with alarming frequency in various settings, including schools, homes, and public spaces (Steffensmeier et al. 2025). Furthermore, teenage offenders often come from underprivileged backgrounds, and their parents or guardians may have struggled to provide basic needs such as food, clothing, and adequate shelter (Angwaomaodoko,

2024). This context of deprivation and neglect contributes significantly to the propensity for delinquent behavior among youth, highlighting the need for comprehensive support systems that address both the immediate and underlying causes of teenage crime. Effective intervention requires a multifaceted approach that integrates social, economic, and psychological support to mitigate these risk factors and promote positive developmental outcomes.

According to Baek (2022), delinquent behaviors among teenagers have become a significant issue in South Korea, particularly with an increase in the rate of teenage crimes. Despite efforts to identify the causes of teenage delinquency, it continues to persist as an unresolved social problem in the country. Aazami (2023) further specifies that the most prevalent crimes leading to teenage incarceration in South Korea include theft, assault, vandalism, drug abuse violations, and violence. Sehlíkoglu (2023) corroborates these findings by noting that theft and injury are among the most common types of offenses committed by teenagers. This persistence of delinquent behavior underscores the need for targeted interventions and preventive measures that address both the contributing factors and the consequences of such actions. Addressing these issues requires a comprehensive strategy involving education, family support, and community engagement to effectively reduce teenage crime rates and support troubled youth.

Marenyenya (2023) investigated the impact of teenage delinquent behavior on academic performance among secondary school students in the Nemanwa Community of Masvingo District, Zimbabwe. The research revealed that pathogenic family structures, such as broken homes, poverty, orphanhood, domestic violence, divorce, and child-headed households, played a significant role in fostering teenage delinquency. Additionally, Mlay (2023) identified various factors associated with

teenage delinquency, including gender, household size, parenting styles, and the underlying causes of committing crimes. Thus, many factors continue to be listed as the causes of teenage delinquency. For instance, Van Raemdonck (2017) argues that South Africa's turbulent history due to apartheid has resulted in high crime levels, with youth often being the primary offenders. The youth may also join gangs as a result of certain family circumstances, such as negative life events (Cininis, 2023). Hence, teenage delinquency has been on the increase even among girls in Kenya, reflecting a broader trend of rising delinquency rates in various regions (Gicharu et al. 2023). Addressing these multifaceted issues requires a nuanced approach that considers both local and historical contexts, as well as targeted interventions to mitigate the factors contributing to delinquent behavior.

Alias et al. (2024) conducted a study in Malaysia to examine the prevalence and causes of criminal activities among teenagers. The research employed in-depth interviews with two probation officers, selected through purposive sampling techniques. The findings revealed that teenage delinquency was less prevalent among poor families compared to well-off families, suggesting that economic status alone does not determine delinquent behavior. Additionally, the study highlighted that parental disengagement significantly contributed to higher levels of delinquency among adolescents. Societal disengagement also played a crucial role, as communities with weaker social bonds and lower collective responsibility experienced higher rates of teenage crime. Furthermore, peer pressure emerged as a major factor influencing teenagers to engage in delinquent activities. Since the study relied solely on qualitative data, it presents a conceptual gap that limits the generalizability of its findings.

Ouma and Teresia (2024) investigated criminal activities among teenagers in Kibera, Kenya's largest slum. The study involved 19 participants selected through

purposive sampling. Findings revealed a high prevalence of crime among teenagers, primarily driven by the desire to escape poverty and its associated stigma, as well as the need to supplement and support their families financially. The study also highlighted that limited educational opportunities left teenagers with excessive free time, leading them to wander aimlessly. Over time, peer pressure influenced many to engage in drug use. Data was collected through in-depth interviews, providing rich insights into the lived experiences of these adolescents.

Nakibuuka and Nalubega (2022) examined factors that expose young people to drug use in a study involving 239 teenagers. Their findings revealed that attending religious services acted as a protective factor against drug abuse. Conversely, dysfunctional or broken families increased vulnerability due to lack of supervision, emotional distress, and weak parental guidance. The study also found that teenagers with family members who smoked were more likely to engage in substance use, likely due to the normalization of the behavior at home. Peer influence emerged as a significant driver of drug use, while increased media exposure – through pro-drug content, advertisements, or peer influences online – was identified as another contributing factor. Additionally, poor housing conditions signaled socioeconomic struggles, which often led to stress-induced substance abuse. Employment and financial stability were found to be protective factors, whereas unemployment heightened the risk of drug use due to economic desperation. The study relied on quantitative data to draw conclusions.

Maina (2022) investigated the factors that predispose young people to drug addiction in Mukuru slums. The study involved 200 participants selected using purposive and snowball sampling techniques. Findings revealed that neglect was a major contributor to delinquent behavior and drug misuse among youth. Young people

who lacked supervision, emotional support, and guidance were more likely to engage in criminal activities and socially unacceptable behaviors. Additionally, the study found that feelings of abandonment and lack of support increased the likelihood of substance use as a coping mechanism. The study employed non-probability sampling methods to draw its conclusions.

Mudathir et al. (2023) examined violent behavior among teenagers in Nigeria, focusing on a sample of 120 participants. The descriptive study found that factors beyond parenting styles played a more significant role in shaping aggressive behavior, challenging the common assumption that strict, permissive, or neglectful parenting directly leads to aggression. Instead, the study highlighted the influence of peer pressure, environmental stressors, and individual personality traits. Additionally, the findings indicated that aggression is not tied to a specific developmental stage but is influenced by broader social and psychological factors. Furthermore, the study established that both male and female teenagers exhibited similar levels of aggression. Since the study relied entirely on quantitative methods, it presents a methodological gap that future research could address.

Mburu (2021) explored the motivations behind female teenagers' involvement in criminal activities. The study was conducted at a rehabilitation center in Kiambu County, Kenya, involving 65 convicted female offenders and 35 key informants from law enforcement agencies and government administration. The findings revealed that peer influence played a significant role, as teenagers engaged in crime to emulate peers who appeared successful. Additionally, some turned to criminal activities to support their families financially, supplementing their parents' income. The study also found that female teenagers played a crucial role in aiding male counterparts by transporting weapons to crime scenes and smuggling drugs used to desensitize criminals before

committing violent acts. This mixed-method study employed descriptive analysis for the quantitative data.

Chauke and Malatji (2021) investigated teenage rebellion in South Africa using a phenomenological study design. The researchers purposively selected eight participants and collected data through conversational interviews. The study found that participants felt stigmatized and struggled to reintegrate into society, limiting their access to employment opportunities and perpetuating a cycle of crime. Rebellion was identified as a means for teenagers to express feelings of parental neglect and societal abandonment. Additionally, it served as an outlet for frustrations stemming from dysfunctional families, particularly parental conflict. However, the study's reliance on qualitative data, its focus on rehabilitating delinquents, and its limited sample size present methodological and conceptual gaps, affecting the generalizability of the findings.

Nduku (2023) found that teenage delinquency and violence in Kenya are largely influenced by family dysfunction, poor parenting, and economic hardship. While family structure plays a role, it is not the primary determinant of delinquent behavior; rather, parenting style, emotional support, and financial stability have a greater impact. The study revealed that harsh, inconsistent, or neglectful discipline increases the likelihood of delinquency, whereas positive discipline – characterized by guidance and fairness – helps prevent it. Additionally, teenagers lacking basic needs such as food, shelter, and education are more likely to engage in theft, drug use, or violence as survival mechanisms. These findings suggest that addressing family instability, promoting positive parenting, and improving economic conditions could significantly reduce teenage delinquency.

Parental Mentorship and Teenage Delinquency

Mentorship is the structured process of guiding a protégé by closely engaging with them, providing support, and modeling behaviors that lead to the desired personal, professional, or academic outcomes (Mullen & Klimaitis, 2021). It involves a dynamic relationship where the mentor, who is typically older or has accumulated more experience in the field or path the protégé seeks to navigate, shares their knowledge, insights, and practical wisdom (Zachary & Fain, 2022). The mentor's level of expertise is more advanced, allowing them to offer valuable guidance, constructive feedback, and encouragement. Beyond skill development, mentorship may also involve helping the mentee navigate difficult phases in life, offering emotional support, and serving as a counselor, teacher, and role model (Ocobock et al. 2021). Effective mentorship fosters growth, confidence, and resilience, equipping the mentee with the tools needed to overcome challenges and achieve their goals (Al Habeeb et al. 2024).

Listyaningrum et al. (2020) described parental mentorship as the active engagement of parents with their children, aimed at encouraging and fostering desired behavior outcomes. This view is consistent with the description provided by Akinyotu and Akinrotimi (2022), who defined parental mentorship as the process through which parents' guide their children by actively engaging with them and modeling appropriate behaviors. Both perspectives highlight the role of parents in shaping their children's development through consistent interaction and positive behavior examples. By modeling desirable behaviors, parents provide their children with practical examples to emulate, thereby reinforcing the values and actions they wish to instill (Szabo et al., 2020). This proactive approach not only influences children's behavior but also helps in establishing a supportive and nurturing environment. Consequently, parental

mentorship can be seen as a critical factor in shaping the behavior and development of children, through both direct engagement and the demonstration of positive behaviors.

The healthy parent-child mentoring model emphasizes creating a supportive environment where children feel safe seeking guidance, while parents resist the urge to immediately solve their problems (Sandua, 2023). It encourages parents to be present and attentive without micromanaging, fostering a sense of responsibility and ownership in the child's decision-making process (Skowron et al. 2022). This model promotes a balance — parents act as stable beacons, offering direction when needed but allowing their children the freedom to explore, make mistakes, and learn from them (Shanty, 2022). By giving children, the space to navigate challenges independently, parents help build their confidence, self-esteem, and problem-solving skills (Skowron et al. 2022). This, in turn, strengthens their coping mechanisms and emotional resilience. The parent remains observant and engaged in the child's development but focuses on guiding rather than controlling (Lindemann, 2024). Ultimately, the model nurtures independence and prepares children to face future obstacles with confidence and adaptability (Sandua, 2023).

Claro and Perelmiter (2022) conducted a comprehensive examination of mentoring programs aimed at enhancing emotional well-being in youth. The study, carried out in the USA, employed a mixed-methods approach that combined qualitative analysis with quantitative meta-analysis. This methodology was used to explore the relationship between mentoring and the emotional well-being of mentees, specifically focusing on school-aged children. The study found that mentoring had a positive impact on emotional protection, affirming self-worth and thereby offering a protective buffer against teenage delinquency. However, the analysis also uncovered a small adverse effect on negative effects, a moderate detrimental effect on internalizing

behaviors, and a moderate beneficial effect on self-esteem. These findings highlight the potential of mentoring as a valuable strategy for fostering emotional resilience and academic success, though the study's focus on youth introduces a contextual gap, suggesting a need for further research across different populations.

Ray and Park (2024) examined the influence of parental supervision on teenage behavior in the USA, involving 1,354 convicted teenage delinquents. The study focused on how parental monitoring, independent of warmth, affects children's behavior, particularly in relation to their ability to self-regulate. Findings revealed that close parental supervision was associated with lower likelihoods of delinquency, as well-supervised children were more likely to associate with peers who exhibit positive behaviors. Conversely, inadequate parental oversight often led to associations with delinquent peers, exacerbating behavioral issues, especially among children with self-regulation difficulties. This highlights the critical role of parental supervision in shaping peer relationships and behavior, emphasizing the need for targeted programs to enhance parental guidance. However, the study's reliance on convicted delinquents introduces a contextual gap, suggesting a need for research in non-incarcerated populations to provide a more comprehensive understanding of these dynamics.

In their study, Ghazani et al. (2023) investigated the impacts of family empowerment combined with social-emotional learning on the psychological well-being and emotional expression of adolescents with substance-abusing parents. Conducted in Iran, the study utilized a semi-experimental approach with a pre-test-post-test design, including both control and follow-up groups. The research focused on teenagers referred to drug addiction treatment centers, with 30 participants purposefully selected and randomly assigned to experimental and control groups. The results indicated that family-focused interventions significantly improved emotional

well-being among adolescents affected by parental substance dependence. The positive and stable effects over time highlight the enduring benefits of such empowerment programs. However, the study's exploration of the relationship between family protection and mental well-being opens a conceptual gap, suggesting that further research could provide deeper insights into the underlying mechanisms and broader implications of family-based intervention.

Gicharu et al. (2023) examined the impact of sexual abuse on delinquency among female teenagers in a rehabilitation center in Kenya. The study recruited 61 participants and found a strong link between sexual abuse and delinquent behaviors such as crime, aggression, drug use, and defiance of social norms. These findings highlight the importance of early intervention in preventing delinquency among abuse victims. However, the study was limited to girls already undergoing rehabilitation, presenting both a contextual gap and a conceptual gap in understanding the broader population. Additionally, the reliance on a small sample size raises a methodological gap, as the findings may not be fully generalized.

Onsando et al. (2021b) explored the impact of parental guidance on teenage delinquency in Kenya, focusing on 68 male convicted delinquents. Their research, which involved focus group discussions, highlighted the significant influence of parenting styles on adolescent behavior. The study found that authoritarian and permissive parenting styles, characterized by either excessive strictness or leniency, often fail to provide the necessary boundaries and guidance for adolescents, leading to a higher likelihood of delinquent behavior. In contrast, the authoritative parenting style, which combines warmth with firm guidance, was found to be most effective in preventing delinquency. This suggests that interventions aimed at reducing teenage delinquency should prioritize educating parents about balanced, authoritative parenting

techniques. Such programs could play a crucial role in fostering positive adolescent development and mitigate delinquent behavior. However, the study's focus on incarcerated teenagers reveals a contextual gap, indicating that the findings may not be generalizable to all adolescents. Additionally, the focus on parenting styles opens a conceptual gap, suggesting the need for further research on the broader contexts influencing teenage delinquency.

Relationship between Parental Mentorship and Delinquent Behaviours

Xie et al. (2024) investigated parental factors associated with teenage delinquency in China, including 842 participants—545 convicted offenders and a control group. The study found that 58.7% of delinquents exhibited symptoms of Conduct Disorder (CD), with a significant portion having adolescent-onset CD, indicating the widespread nature of the disorder within this population. Notably, while CD was prevalent in both groups, those involved in criminal activities showed higher levels of aggression. Peer pressure was identified as the most significant factor influencing CD development, with inadequate parental monitoring and moral disengagement also playing critical roles. This underscores the importance of effective parental mentorship as a key strategy for addressing teenage delinquency. However, the study's focus on incarcerated children highlights both a conceptual and methodological gap, suggesting that further research is needed to explore these factors in different settings and populations (Smith, 2022).

Kariuki (2020) explored the influence of parental roles on teenage delinquency in Kenya, focusing on 410 students. The study identified a significant correlation between parental conflicts and children's engagement in delinquent behaviors, such as skipping school or disobeying rules, even if these actions were not illegal. It also emphasized that parental alcohol consumption increased the likelihood of children

engaging in both non-illegal and minor-illegal activities like vandalism and minor theft. These findings suggest that an unstable family environment and negative parental behavior serve as influential risk factors for delinquency in adolescents. The study's focus on school environments highlights a contextual gap, indicating that further research in different settings may be needed (Klussman et al., 2022).

Weaver III (2024) examined the effectiveness of Christian mentorship in fostering resilience among young people. Conducted in the USA, the study involved interviews with 11 teenage volunteers. Findings indicated that societies implementing Christian mentorship programs experienced a notable reduction in delinquent behavior. Additionally, teenagers engaged in church mentorship exhibited lower crime rates, improved academic performance, and stronger family relationships. The study further highlighted the significant role of Christian mentorship in promoting behavioral change and facilitating reintegration into society. Since the conclusions were drawn from qualitative data, the study presents a qualitative gap (Merino et al. 2024).

Cohoon (2023) explored the role of religion in mentoring and instilling moral values among young people. Conducted in the USA, the study used in-depth interviews with five formerly incarcerated individuals. Findings revealed that the church serves as a crucial platform for shaping moral values, playing a proactive role in preventing youth from engaging in criminal activities. In cases of incarceration, the study highlighted that churches are widely accepted within prison facilities, where pastors and chaplains lead mentorship programs that aid in rehabilitation. Additionally, the study found that church-led initiatives facilitate the reintegration of released individuals into society and help reduce stigma. Given its reliance on qualitative data, the study presents a methodological gap.

Tran (2021) examined the impact of parental education on children's outcomes in Vietnam, involving 566 study participants. The findings indicated that educational support enabled adolescents to make informed and conscientious moral decisions. Additionally, parents who provided emotional support, encouragement, and guidance played a crucial role in helping their children overcome misconduct. Conversely, the study found that excessive parental control—such as guilt-tripping, manipulation, or intrusive parenting—led to adolescent rebellion and increased engagement in misconduct. Since the study focused on school children, it presents a contextual gap.

Hidayati et al. (2022). The study was conducted in Indonesia and a total of 294 study participants. The correlational study which was conducted in Indonesia involved 294 study participants. The study demonstrated that parental guidance, advice, and communication helped in improving values, expectations, and life skills of their children. The study also suggested that simply providing financial resources did not necessarily prevent risky behavior. Instead, parental involvement and guidance play a more significant role. The study also demonstrated that adolescents who received consistent informational support were better equipped to make responsible choices, reducing delinquent tendencies. Adolescents who receive consistent informational support are better equipped to make responsible choices, reducing delinquent tendencies. The correlational study, which utilizes quantitative data only to draw conclusions, thus opening a methodological gap.

Danilova et al. (2023) investigated the impact of psychosocial support on the emotional well-being of adolescents in Russia, involving 286 participants from children's homes. The study found that positive affirmation and identity development played a crucial role in helping adolescents overcome challenges that could lead to delinquency. Additionally, the findings indicated that adolescents from two-parent

families experienced greater empathy, acceptance, emotional closeness, and satisfaction in their relationships, particularly with their mothers. In contrast, adolescents from single-parent families reported lower satisfaction in their maternal relationships compared to those in two-parent families. The study relied solely on quantitative data, presenting a methodological gap by lacking qualitative insights into adolescents' personal experiences.

Muhammad et al. (2022) explored the role of psychosocial support in assisting adolescents in navigating criminal activities or undergoing rehabilitation. Conducted in Malaysia, the study involved 24 female delinquent participants and utilized in-depth interviews. The quasi-experimental design demonstrated that faith-based and psychological approaches in behavior modification programs were effective in reducing cases of teen delinquency. Additionally, the study highlighted that anger often served as a driver of delinquent behaviors, such as aggression and violence, and that reducing anger led to improved emotional regulation, potentially decreasing delinquent actions. However, the study relied solely on qualitative data, presenting a methodological gap (Mastorci et al. 2024).

Xu et al. (2023) highlighted the crucial role of fatherly role modeling and emotional warmth in shaping children's moral values and preventing delinquency. The study demonstrates that self-awareness, self-reflection, and identity formation are key protective factors against delinquent behaviors, while negative parenting styles, such as emotional neglect and harsh discipline, contribute to lower self-consciousness and increased delinquency risk. Conversely, supportive and emotionally available parenting fosters a strong sense of self, reducing the likelihood of delinquent tendencies. These findings reinforce the importance of positive parental influence in shaping children's behavior and moral development. The study also identifies a

conceptual gap in teenage delinquency research, as it attempts to build a model explaining the relationship between role modeling (Icenogle & Cauffman, 2021).

Zuhrika and Daharnis (2024) examined the role of parental influence in instilling positive values in children, drawing insights from a study conducted in Indonesia with 190 teenage participants. The findings revealed that parental role modeling significantly predicts children's behavior, reinforcing positive moral values when parents exhibit ethical conduct. Conversely, negative parental moral values were associated with an increased likelihood of delinquent behaviors in children. The study highlighted the dual impact of parental care and peer influence on adolescent delinquency, suggesting that while parental care is crucial, external social factors also contribute to behavioral outcomes. Additionally, the use of parenting style as a mediating variable introduced a conceptual gap, indicating the need for further exploration of the mechanisms through which parental influence shapes adolescent behavior (Lewis, 2022).

Influence of Psychosocial Support on Teenage Delinquency

Psychosocial is a compound word consisting of psychology and social factors, meaning it merges an individual's internal mental state with external influences from their environment (Cheng et al., 2023). These external forces include societal expectations, cultural norms, family dynamics, peer influences, and environmental conditions. Psychosocial factors, therefore, encompass both personal and environmental elements that shape how individuals' function, such as social support, economic status, education, and relationships (Al-Rousan et al., 2023). These factors significantly impact emotional well-being and behavioral responses. Psychosocial can thus be described as the interconnected relationship between an individual's

psychological and emotional state and their external social world, influencing their overall development, behavior, and well-being (McKenna et al., 2021).

Societies grappling with high poverty levels and violence often experience increased social instability and diminished community well-being, while inadequate mental health infrastructure can perpetuate cycles of disadvantage, impeding overall societal development (Marenyanya, 2023; South African Depression and Anxiety Group, 2020). Within families, psychosocial stressors lead to increased conflict, reduced communication, and weakened cohesion, further straining family dynamics (Ng et al., 2019). On an individual level, these stressors can significantly affect mental health, with economic hardships, family conflict, and social isolation contributing to issues such as anxiety, depression, and substance abuse (Thomas et al., 2020). Chronic stress and adversity impair emotional resilience, cognitive function, and quality of life, making it challenging for individuals to manage daily responsibilities and maintain healthy relationships (Siegel, 2018). Addressing these challenges is crucial for improving individual well-being and, consequently, societal health.

Psychosocial factors significantly influence individuals' mental well-being, often shaped by poor political leadership that leads to a detrimental economic environment and, consequently, a hostile social environment. For example, the South African Depression and Anxiety Group (2020) estimated that approximately 16.5% of the South African population suffers from anxiety disorders, with depression also being a major public health concern. The World Health Organization [WHO] (2019) highlights that many African countries, including Nigeria and Uganda, face substantial gaps in mental health services, with treatment coverage often below 10%, underscoring the need for robust psychosocial support interventions. In Kenya, the Ministry of Health (2020) estimates that about 1 in 4 people visiting health facilities suffer from

mental health conditions, with depression and anxiety being the most common. These factors reflect the compounded psychosocial stressors in Kenya, including poverty, violence, and inadequate mental health infrastructure.

Self-Acceptance

Self-acceptance refers to an individual's ability to recognize and embrace their self-worth, appreciating both their strengths and weaknesses without self-judgment (Calin, & Tasente, 2022). It involves managing oneself by acknowledging limitations, tolerating imperfections, and avoiding self-criticism (Pearson & Wilson, 2024). This concept also includes recognizing one's abilities and achievements while maintaining a realistic yet positive outlook on life (Garland, 2020). As a key component of mental well-being, self-acceptance fosters resilience and emotional stability (Calin, & Tasente, 2022). It can be influenced by childhood experiences, particularly the nature of parental love (Garland, 2020). Unconditional love nurtures self-acceptance, while conditional love – where a child feels they must earn approval – can lead to self-doubt and insecurity (Smith, 2022).

Self-acceptance is fundamental to psychological and emotional well-being, shaping how individuals perceive themselves and interact with others (Smith, 2022). Those who embrace their strengths and limitations without self-judgment tend to exhibit higher social intelligence, fostering healthy relationships (Klussman et al., 2022). Self-acceptance also enhances resilience, equipping individuals to navigate life's challenges with confidence and inner peace (Петелицький & Корнієнко, 2024). Moreover, individuals with a strong sense of self-acceptance are more likely to pursue and accomplish their goals, as they approach challenges with a growth mindset rather than fear of failure (Merino et al. 2024). By acknowledging their intrinsic worth, they are less prone to anxiety, depression, and low self-esteem, instead of cultivating a

positive self-image that promotes overall mental health and emotional stability (Smith, 2022).

From a developmental perspective, self-acceptance is deeply rooted in early childhood experiences (Rolle-Whatley, 2021). Parental affection, particularly unconditional love, plays a crucial role in fostering healthy mental growth and resilience (Angele, 2024). Children who receive such love tend to develop a strong sense of self-acceptance, maintaining a balanced self-view and compensating for their weaknesses by engaging in activities where they excel (Smith, 2022). In contrast, children raised with conditional love – where approval is based on achievements or behavior – often struggle with self-esteem, self-doubt, perfectionism, or fear of failure (Calin, & Tasente, 2022). The constant need for external validation can hinder their confidence and personal growth, making it difficult for them to embrace their intrinsic worth (Rolle-Whatley, 2021).

Ward et al. (2023) conducted a longitudinal study over seven years to explore the health – both psychological and physical – of young adults who had been convicted as teenage delinquents, served their sentences, and recovered from psychosocial issues. The study, which was conducted in the USA, involved 654 participants and found that physical health plays a crucial role in mental well-being. It also determined that both physical and mental health significantly influence psychosocial maturity, with better physical health and lower levels of depression contributing to higher psychosocial maturity. Moreover, the study revealed that psychosocial maturity significantly reduces substance use and offending behaviors, while physical and mental health states do not have a direct effect on offending behavior. The research also highlighted differences in substance use and offending among males and individuals from various racial/ethnic backgrounds. Early behaviors and peer influence were found to significantly shape

these patterns over time. Additionally, the study indicated that poor health and depression contribute to delays in the desistance process by impacting psychosocial maturity. The study focused on desisting young adults raises conceptual, contextual, and methodological gaps that warranted further investigation.

Environmental Mastery

Environmental mastering is the ability of an individual to manipulate the resources within their context for their own benefit, enabling them to achieve personal and social well-being (Handayani & Nurdin, 2021). This concept encompasses an individual's capacity to navigate, adapt to, and exert control over their surroundings to optimize outcomes in various aspects of life, including education, work, and personal development (Mlambo et al. 2021). For individuals to master their environment, they must possess the necessary skills, knowledge, and psychological resilience to recognize and seize opportunities that contribute to their growth (Handayani & Nurdin, 2021). This mastery involves not only an awareness of available resources but also the confidence to utilize them effectively (Smith, 2022). Moreover, individuals must develop the ability to assess external influences, anticipate potential challenges, and strategically adjust their daily activities to align with their goals. Environmental mastery, therefore, is not just about access to resources but also about proactive decision-making, problem-solving, and adaptability in response to changing circumstances (Handayani & Nurdin, 2021).

In today's fast-paced and highly critical world, self-acceptance is more crucial than ever (Rossiter, 2025). Societal expectations and the pervasive influence of social media often promote unrealistic ideals, fostering feelings of inadequacy and unhealthy comparisons (Merino et al., 2024). Cultivating self-acceptance acts as a protective factor against these pressures, enabling individuals to derive confidence and fulfillment

from within rather than seeking external validation (Rossiter, 2025). Importantly, self-acceptance is not about complacency but about recognizing one's inherent worthwhile striving for personal growth. It is a lifelong journey that demands patience, self-compassion, and a commitment to viewing oneself with understanding rather than criticism (Calin & Tasente, 2022).

For teenagers, environmental mastery is crucial for their overall development, well-being, and ability to navigate the complexities of adolescence (Wadhwa, 2023). By mastering their environment, teenagers can effectively utilize available resources, make informed decisions, and develop problem-solving skills that contribute to their personal growth and success (Shaikh, 2023). It also empowers them to take control of their lives, set and achieve meaningful goals, and maintain a sense of autonomy (Wadhwa, 2023). Additionally, environmental mastery enables them to manage peer pressure, academic demands, and family expectations while cultivating a sense of competence and self-efficacy (Krogh & Madsen, 2024). It fosters emotional regulation, helping teenagers respond constructively to stressors and external influences, ultimately shaping them into well-rounded and responsible individuals (Maddox, 2024).

Gunuboh (2023) explored environmental factors that predispose teenagers to psychosocial problems in a study conducted in the USA, using a sample of 3,157 participants mined from a database. The study established that poverty significantly contributes to conditions that foster delinquent behavior among teenagers, likely due to limited resources, inadequate social support, and reduced opportunities for positive development. Interestingly, while parental poverty was typically linked to higher rates of violent teenage crimes, it appeared to have the opposite effect on non-violent offenses. The study also found a surprising relationship between higher educational

attainment and increased crime rates. Specifically, a higher proportion of families with advanced education was associated with an increase in teenage violent crime rates. This counterintuitive finding suggests that unexamined socioeconomic or contextual factors, such as increased pressures or expectations on teenagers, or neighborhood dynamics and inequalities, may play a role. The use of mined data introduces a methodological gap, as it limits the ability to account for real-time variables and factors.

Molinedo-Quílez (2020) investigated the factors that expose teenagers to psychosocial risks in Spain through a qualitative analysis of 18 articles. The study identified several psychosocial factors contributing to teenage delinquency, with family context and peer pressure being the most significant. Parental care issues were primarily attributed to either high levels of poverty, which hinder parents from adequately providing for their children, or parents being too preoccupied to address their children's challenges. Consequently, adolescents turn to their peer group as a reference point. This reliance often leads to psychosocial risks, including alcohol and drug abuse, as well as petty crime, which can result in violent confrontations among teens. If early signs of delinquent behavior are not addressed, adolescents may progress into substance addiction and serious criminal activities. The study's use of document synthesis as a research method presents a methodological gap.

Mittal et al. (2021) investigated the characteristics of delinquent adolescents with psychosocial problems in India, focusing specifically on temperaments. The study involved 35 teenage delinquents and identified key traits associated with criminal behavior. The research found that novelty-seeking and self-directedness were significant traits that predisposed adolescents to engage in criminal activities. Teenagers who lacked novelty-seeking tendencies were more likely to exhibit

intractable behavior. This self-directedness often led them to follow their own interests, which could sometimes align with criminal activities. The study also highlighted the positive impact of education on fostering beneficial traits such as curiosity, openness to new experiences, and cooperativeness. These traits contributed to improved social conduct and a reduced likelihood of criminal behavior. Overall, the study examined how various teenage profiles were influenced by psychosocial risks, emphasizing the importance of understanding different temperamental characteristics in addressing delinquency.

Positive Relationships

Positive relationships are those in which teenagers engage in meaningful and beneficial connections that contribute to their well-being and personal growth (Avedissian & Alayan 2021). These relationships are largely shaped by the foundational bond between parents and their children, as parents serve as the first mentors in a child's life (Hoffner & Bond, 2022). The quality of the parent-teen relationship provides a subconscious lens through which teenagers evaluate and navigate other relationships (Suarez & Iles, 2023). When children experience positive and validating interactions with their parents, they are more likely to develop healthy and constructive relationships that support their future success (Hoffner & Bond, 2022). Conversely, teenagers who grow up in environments characterized by neglect or unhealthy parental relationships often struggle to form positive connections, increasing the likelihood of engaging in relationships that encourage harmful behaviors, ultimately affecting both their personal development and society at large (Avedissian & Alayan 2021).

Positive relationships play a crucial role in the overall well-being and development of teenagers (Butler et al. 2022). Positive relationships can exist in

various forms, including family connections, friendships, mentorships, and peer interactions (Hoffner & Bond, 2022). They help teenagers develop emotional stability, enhance their self-esteem, and improve their social skills, all of which contribute to their ability to navigate the challenges of adolescence successfully (Avedissian & Alayan 2021). Positive friendships are those that encourage personal growth, foster resilience, and promote good decision-making (Suarez & Iles, 2023). Friends who share common values and interests can provide emotional support, reduce stress, and enhance a teenager's overall sense of belonging (Butler et al. 2022). Such friendships discourage negative behaviors and encourage teenagers to strive for success in various aspects of life, including academics, extracurricular activities, and personal development (Bartolo et al. 2023).

Mentorship relationships between teenagers and older individuals, such as religious leaders or professionals, help foster positive connections and guide adolescents through critical life decisions (Davis & McQuillin, 2022). Respected for their experience and wisdom, mentors provide reliable guidance, encouragement, and insight in schools, religious institutions, and community settings (Goldner & Ben-Eliyahu, 2021). They also create a structured framework for accountability, where teenagers willingly share relevant aspects of their lives (Butler et al. 2022). Beyond offering support, mentors inspire and motivate, broadening adolescents' perspectives on life. Ultimately, they reinforce essential values that contribute to future success (Goldner & Ben-Eliyahu, 2021).

The interplay between parental and community support reinforces positive values in teenagers, fostering their emotional and social well-being (Luque-Suárez et al. 2021). In its absence, teenagers often struggle with isolation, low self-esteem, and heightened vulnerability to peer pressure and negative influences (Davis & McQuillin,

2022). A lack of supportive relationships can lead to unhealthy behaviors such as delinquency, substance abuse, and disengagement from academics or social activities (Luque-Suárez et al. 2021). Unfortunately, those from dysfunctional homes are more likely to form harmful friendships, even when efforts are made to introduce them to healthier relationships (Bartolo et al. 2023). Without consistent positive reinforcement, these patterns can persist, further impacting their development (Butler et al. 2022).

Younas et al. (2022) investigated the nexus between psychosocial and teenage delinquency. The study was conducted in Pakistan and involved 40 teenage male delinquents, guided by purposive sampling technique. The findings suggested that family dynamics, peer relationships, and personal experiences play critical roles in teenage delinquency. The study also established quality of relationships with parents (especially mothers), as well as peer influence were critical in determining whether teenagers engaged in delinquent behavior. The study also established that imprisonment could act as a catalyst for personal reflection and potential behavioral change, though it also raises questions about the conditions of imprisonment and the support systems in place. The deployed purposive sampling technique to recruit the participating teenagers therefore raising a methodological gap.

Dardas et al. (2022) investigated the context of teenage delinquents and their impact on psychosocial well-being in Jordan, involving 197 incarcerated teenage delinquents selected through a convenience sampling technique. The study found that adolescents with more severe conduct issues tended to engage less in physical activities. This suggests that higher levels of impulsivity and inattention are associated with increased time spent on sedentary activities, such as watching TV or using cellphones. Additionally, the study highlighted that these teenage delinquents often faced unsatisfactory academic outcomes and struggled with discipline, engaging in

behaviors that led to social exclusion. These findings underscore the importance of developing interventions that address both behavioral issues and lifestyle factors to effectively combat delinquency and improve psychosocial well-being.

Saleh et al. (2020) investigated the impact of the parent-child relationship on psychosocial well-being among secondary school students in Nigeria, involving 364 participants. The findings revealed that an improvement in the quality of the parent-child relationship is significantly associated with a reduction in antisocial behavior. Additionally, the study found that gender does not significantly influence the effect of the parent-child relationship on antisocial behavior, indicating that both male and female adolescents are equally affected by their parent-child interactions. This highlights the importance of a strong parent-child relationship in mitigating antisocial behavior, irrespective of the adolescent's gender. However, as the study focused solely on secondary school students, it presents a conceptual gap regarding its applicability to other age groups or settings.

James (2018b) investigated the psychosocial factors that contribute to adolescent delinquency in Kenya, involving 400 schoolchildren. The study found that psychosocial factors play a significant role in exposing adolescents to delinquent behavior. Notably, parental involvement in religious activities was identified as a potential protective factor against conduct disorder, likely due to the positive influence of religious values and community support on both the parent and child. The research also highlighted that more severe criminal behaviors were linked to greater psychological or behavioral issues, which contribute to the development of conduct disorders. The study indicated that the risk of developing conduct disorder increases with the severity of the offense, suggesting that interventions should not only address the behavior itself but also the underlying factors leading to more serious criminal

activities. These findings emphasize the need to consider both familial and behavioral factors when addressing conduct disorder among teenage delinquents. Effective interventions could involve strengthening family support systems, enhancing positive parental involvement, and addressing the root causes of severe criminal behaviors. Additionally, the study's focus on rehabilitating centers introduces a contextual gap.

Positive relationships play a crucial role in shaping adolescent behavior and reducing the likelihood of teenage delinquency (Alias et al. 2024). Strong, supportive relationships with parents, mentors, teachers, and peers provide teenagers with a sense of belonging, guidance, and accountability, which helps them develop self-discipline and resilience (Obsuth et al. 2023). When teenagers experience love, care, and understanding within these relationships, they are more likely to internalize positive values and make responsible life choices (Shek et al. 2022). In contrast, a lack of meaningful relationships often leads to feelings of isolation, low self-esteem, and susceptibility to negative influences, increasing the risk of delinquent behavior (Obsuth et al. 2023). This vulnerability increases their susceptibility to negative influences and delinquent behavior (Alias et al. 2024).

Family relationships serve as the primary foundation for a teenager's emotional and social development (Syakhrani & Aslan, 2024). Parental involvement, open communication, and consistent guidance create a stable environment that discourages engagement in delinquent activities such as substance abuse, theft, or violence (Diamond et al. 2021). Adolescents who receive support and encouragement from their parents are more likely to exhibit prosocial behaviors and avoid risky activities (Obsuth et al. 2023). However, when family structures are unstable or dysfunctional, teenagers may seek validation and a sense of belonging from negative peer groups, increasing their exposure to delinquent behavior (Syakhrani & Aslan, 2024). Strong family bonds

not only provide emotional security but also equip teenagers with coping mechanisms to navigate challenges and resist negative influences (Diamond et al., 2021).

Beyond the family, community support and mentorship play a significant role in preventing teenage delinquency (Obsuth et al., 2023). Community based institutions like Schools, churches and mosques, and youth organizations offer structured environments where teenagers can interact with positive role models (Coleman, 2022). Mentors provide emotional support, career guidance, and accountability, helping adolescents develop a sense of purpose and self-worth (Davis & McQuillin, 2022). Positive peer influence also contributes to delinquency prevention, as friendships with responsible individuals encourage constructive decision-making and deter engagement in harmful behaviors (Shek et al., 2022). When communities actively invest in youth programs and mentorship initiatives, they create protective networks that reduce the likelihood of adolescents engaging in delinquent behavior (Coleman, 2022).

Personal Growth

Growth is the attainment of certain levels of achievement through effort and perseverance (Sudina & Plonsky, 2021). It can also be seen as a natural progression that everyone is expected to undergo, with failure to reach key milestones potentially indicating developmental or health challenges (Doan, 2021). In this sense, growth signifies maturity and transition from one stage to another. While both naturally occurring growth – such as the shift from childhood to adolescence – and human-initiated growth – such as educational attainment – are essential, this study focuses on the latter. The emphasis is on how intentional efforts, such as education, mentorship, and skill development, contribute to personal growth and help adolescents navigate challenges, particularly in preventing delinquent behavior.

Personal growth plays a crucial role in addressing and preventing adolescent delinquency (Rafsanjani et al. 2025). Adolescence is a period of rapid development where individuals shape their identities, make key decisions, and establish behavioral patterns that influence their futures (Aazami et al. 2023). By fostering personal growth, adolescents can develop their own values, ensuring alignment between their beliefs and the choices they make (Davis & McQuillin, 2022). Exposure to misleading or questionable education increases the risk of delinquency, whereas deliberate education rooted in a strong value system acts as a protective buffer (Rafsanjani et al. 2025). Consequently, for at-risk adolescents, cultivating personal growth serves as a safeguard against behaviors such as substance abuse, theft, and violence.

Personal improvement is essential in building adolescents' self-worth, enabling them to develop self-awareness and emotional intelligence, both of which are crucial for recognizing and managing emotions, leading to better decision-making and impulse control (Vieira, 2024). Education plays a key role in fostering critical thinking, which is closely linked to self-awareness and emotional intelligence (Gonzales, 2022). Through these skills, teenagers can reflect on their values, goals, and behaviors, helping them cultivate a stronger sense of self-worth and responsibility (Vieira, 2024). Encouraging adolescents to engage in self-improvement activities, such as goal setting and skill development, enhances their resilience and confidence (Davis & McQuillin, 2022). By providing opportunities for personal growth, adolescents can strengthen their self-awareness and emotional intelligence, equipping them with the tools to make positive choices and avoid delinquent behavior (Gonzales, 2022).

The real world is full of challenges which teenagers must navigate, especially as they become more independent in boarding schools or colleges far from home (Zhong et al. 2024). Personal growth is essential in building resilience, enabling

adolescents to adapt to setbacks and handle challenges on their own (Vieira, 2024). Structured environments that provide mentorship and guidance play a crucial role in fostering self-improvement by helping teenagers develop problem-solving skills and a sense of accountability (Ma & Chen, 2024). Schools, community programs, and family support systems are instrumental in reinforcing positive behaviors and redirecting negative tendencies (Vieira, 2024). By cultivating resilience and independence, adolescents are better equipped to make responsible choices and avoid delinquent behavior (Zhong et al. 2024).

Self-improvement is not limited to formal frameworks; it also occurs as adolescents interact with their peers and authority figures in their lives. Social interactions and relationships play a significant role in personal growth, especially for delinquent adolescents, as they provide opportunities to observe how others navigate challenges. Support from mentors, teachers, and positive peer influences can shape their choices and aspirations, guiding them toward responsible decision-making. Additionally, engaging in constructive activities such as sports, arts, and volunteer work fosters a sense of purpose and belonging, reducing the likelihood of engaging in harmful behaviors. By creating environments that promote positive social interactions, adolescents can develop the skills and mindset necessary for meaningful personal growth.

Purpose in life refers to the predetermined goals that an individual seeks to achieve, serving as a guiding force that fuels ambition and direction (Otu, 2024). It provides clarity, ensuring that every resource and effort is aligned toward its fulfillment (Aina, 2022). A strong sense of purpose creates urgency and helps in setting priorities, allowing individuals to focus on meaningful pursuits while abandoning unprofitable endeavors (Miles, (2024). Moreover, the achievement of milestones along with the

journey reinforces motivation, encouraging continued effort and perseverance (Otu, 2024). With a clear purpose, individuals develop resilience and discipline, equipping them to overcome challenges and stay committed to their goals.

Adolescence is a critical period in life, not only biologically, as it marks the onset of responsibility, but also developmentally, as it is a time when important life choices are made (Icenogle & Cauffman, 2021). This stage is when career paths are considered, but it is also when habits – both positive and negative formed, potentially shaping or hindering future goals (Lewis, 2022). When detrimental habits emerge that contradict one's purpose in life, it creates disconnect between aspirations and actual achievements, raising the possibility that a clear goal was never truly established (Mastorci et al. 2024). Conversely, individuals who align their actions with their life purpose demonstrate a sense of congruence, increasing their chances of success (Icenogle & Cauffman, 2021). A strong, well-defined purpose serves as a guiding force, helping individuals make choices that support their long-term aspirations (Lewis, 2022).

Adolescents with a strong sense of purpose in life are more likely to make decisions that align with their long-term goals and values (Burrow et al. 2021). They demonstrate higher levels of motivation, resilience, and self-discipline, enabling them to overcome challenges and avoid distractions that could derail their progress (Kashdan et al. 2024). A well-defined purpose helps them set clear priorities, ensuring that their time and resources are invested in meaningful activities rather than harmful behaviors (Ha & Moon, 2023). Additionally, having a sense of direction fosters emotional stability and self-confidence, reducing the likelihood of engaging in delinquent activities (Kashdan et al. 2024). Adolescents who pursue their purpose with determination tend to exhibit greater academic achievement, stronger relationships,

and a commitment to personal growth (Lewis, 2022). Ultimately, a strong sense of purpose acts as a protective factor, guiding adolescents toward a fulfilling and responsible life (Burrow et al. 2021).

Interventions in Teenage Delinquency

DuBois (2022) conducted a systematic review to evaluate the effectiveness of mentoring programs in reducing teenage delinquency. The study, conducted in the USA, confirmed that mentoring is a powerful tool for improving teenage behavior and reducing delinquent activities. This finding updates a previous meta-analysis by Olsson et al. (2021), which also highlighted the positive impact of mentoring on delinquent adolescents. However, DuBois's review points out potential shortcomings in earlier reviews, such as the possibility of missing studies with positive outcomes or unpublished results with null or negative findings. This emphasizes the need for thorough literature searches and sensitivity analyses in systematic reviews to ensure a comprehensive and accurate assessment of the effectiveness of interventions.

Hodgkinson et al. (2021) examined the impact of Psychological Resilience Interventions on the psychosocial well-being of teenage delinquents, with a particular focus on reducing recidivism. This systematic review, conducted in the USA, synthesized data from 14 studies involving 5,552 participants, with 51% in the control group and 49% in the intervention group. The study affirmed that Psychological Resilience Interventions were effective in reducing re-offending rates among teenage delinquents, supporting findings by Hodgkinson (2021) that such interventions work best when implemented with a positive relationship between the interventionist and the teenage. Despite initially provoking negative attitudes, such as increased impulsivity and justification of crime, the intervention ultimately fostered better long-term behavioral changes, including improved control of aggression and reduced anti-

authority attitudes. The study also suggested that while targeted interventions in custodial settings are effective for rehabilitation, they should be paired with strategies to address increased impulsivity and entitlement. The study's focus on incarcerated teenage delinquents introduces a contextual gap, and its reliance on a systematic review methodology presents a methodological gap.

Bijlsma et al. (2024) investigated the impact of Risk-Need-Responsivity (RNR) principles on reducing teenage delinquency among young people in the USA. By analyzing 31 empirical studies, the researchers concluded that interventions aimed at improving outcomes such as reducing criminal behavior and enhancing psychosocial well-being are generally effective. While interventions adhering to RNR principles tended to show stronger effects, the study found that strict adherence to these principles was not necessary for success. This indicates that interventions can still be impactful even if they do not fully align with RNR principles, highlighting the need for flexibility in tailoring interventions to meet the specific needs of individuals or groups. This finding aligns partially with Wormith and Truswell (2022), who reported that the effectiveness of interventions was more pronounced in mild cases of psychosocial problems. However, the study's reliance on prior research to draw conclusions introduces a methodological gap.

Paricio et al. (2020) conducted a study to assess the effectiveness of the Positive Development for Adolescents (DPAR) intervention in addressing the psychosocial outcomes of adolescents. The study, carried out in a rural setting in Spain, involved 176 adolescents divided into both control and intervention groups. The results demonstrated that the DPAR intervention was effective in mitigating the psychosocial support on adolescents, with particularly strong effects observed on academic performance and moderate improvements in social and interpersonal skills. This

finding is consistent with Beatrice et al. (2023) was effective in dealing with psychosocial problems among students during the covid-19 pandemic. Additionally, the study highlighted that targeted interventions could significantly enhance psychological well-being, especially in terms of self-esteem and empathy. These findings underscore the importance of such interventions in fostering meaningful psychological growth in adolescents. However, the study's rural setting introduces a conceptual gap, as the results may not directly apply to urban or other non-rural contexts where different psychosocial dynamics could be at play.

Bjørnebekk et al. (2021) examined various interventions for addressing teenage delinquency among children in Norway through a synthesis of previous studies. The research highlighted the effectiveness of Multisystemic Therapy and interventions targeting Callous-Unemotional (CU) Traits in reducing severe social dysfunction among adolescents. This finding aligns with the study by Squillaci and Benoit (2021). The study also emphasized the importance of parental mentorship, affirmation, and conflict resolution skills in preventing the escalation of delinquency, suggesting that equipping parents with these skills is a valuable strategy for mitigating adolescent delinquency. Additionally, the effectiveness of Functional Family Therapy combined with CU Traits was noted, showing improvements in communication and relationships between adolescents and their parents, a finding consistent with Littal et al. (2023). However, the study's reliance on previously conducted research, as a meta-analysis, introduces a conceptual gap regarding the original data and context of the interventions.

Eadeh et al. (2021) conducted a review of emotional regulation interventions aimed at addressing psychosocial problems in teenagers, synthesizing data from 41 articles in the USA. The study found that the intervention had a statistically significant impact, demonstrating effectiveness both over time and when compared to control

conditions. The intervention proved effective across various sexes and age groups. However, it showed notably lower effect sizes in community settings compared to clinical settings, suggesting it is less effective in non-clinical environments. This finding aligns with Moltrecht et al. (2020), who noted that intervention not only treats psychosocial problems but also improves psychopathology. The study's qualitative nature introduces a methodological gap, highlighting the need for further research using quantitative methods to strengthen the evidence base.

Chimanov (2023) investigated interventions for addressing teenage delinquency among adolescents in Uzbekistan, using journals to derive conclusions. The study identified several effective strategies, including the use of advanced technologies to protect children from delinquent behavior and school-based programs that integrate meaningful activities to combat addictions and reduce teenage delinquency. The study also emphasized the importance of promoting healthy values and moral development for improved behavioral outcomes. Additionally, therapy games and discussion groups were found to play a crucial role in fostering positive peer networks, while mediation programs for repairing parent-child relationships and mentoring programs were highlighted as valuable interventions. This finding is consistent with Dunkwu et al. (2022), which demonstrated effectiveness in reducing substance addiction among university students. However, as an explorative study relying on secondary sources, it presents a methodological gap.

Penyami et al. (2020) evaluated the effectiveness of health education as an intervention for teenage delinquency in India, involving 59 participants, with 44% in the intervention group. All participants were residents of rehabilitation homes. The study revealed a significant improvement in psychosocial health among the intervention group compared to the control group, with the health education

intervention particularly effective when delivered through audiovisual media and booklets. This finding is consistent with Boering et al. (2024), who noted that the program's focus on altering teenage delinquents' attitudes could lead to long-lasting behavioral changes. The educational tools used in the intervention enhanced key psychosocial skills such as communication, emotional regulation, and social interactions.

Singh and Azman (2020) examined the effectiveness of the integrated social work approach in addressing teenage delinquency among young people in Malaysia. Utilizing documentary evidence, the study analyzed how this approach mitigates delinquency by focusing on the dynamics between teenagers and their environment. Key strategies identified included training parents as a preventive measure, engaging the broader community to monitor and prevent criminal activities, and implementing community-based solutions such as youth-focused development projects to keep adolescents productively engaged. These findings align with Kingston et al. (2021), who noted that the effectiveness of this approach stems from its ability to promote peer accountability and community involvement. However, as an explorative study relying on secondary sources, it presents a methodological gap due to its dependence on documentary evidence for drawing conclusions.

Teenage delinquency is a pressing issue in Kenyan peri-urban and slum areas, where there is a notable increase in teenage offenses (Mbogo & Wambua, 2022). The role of parental mentorship in addressing this issue is not well understood in this context. Existing literature highlights that parental mentorship – through engagement, guidance, counseling, and behavior modeling – plays a crucial role in shaping children's behavior and reducing delinquent tendencies (Akinyotu & Akinrotimi, 2022; Listyaningrum et al., 2020). However, the effectiveness of these mentorship

practices can be influenced by various socio-economic, educational, and cultural factors (Chen et al., 2019; Harris & Goodall, 2020). Additionally, there is limited understanding of how psychosocial factors mediate the relationship between parental mentorship and teenage delinquency. The lack of comprehensive data on these dynamics in Kenyan urban centers underscores the need for research to explore how parental mentorship impacts teenage delinquency and to assess the mediating role of psychosocial factors.

Matheka et al. (2023) investigated interventions for preventing teenage delinquency among adolescents in Kenya, with a particular emphasis on law enforcement strategies. The study highlighted the importance of collaboration among various stakeholders, including police officers, the prison department, probation officers, and therapists. Effective interventions identified included securing employment opportunities for those on suspended sentences or parole and fostering close cooperation with employers during rehabilitation. Additionally, the study found success in preparing and reintegrating youth into their families by equipping them with essential social and technical skills. This approach aligns with Wangari's (2021) findings, which underscore that successful interventions often rely on the integration of spiritual and comprehensive programs. However, the focus of Matheka et al.'s study on rehabilitation rather than prevention introduces a conceptual gap concerning proactive measures for preventing delinquency.

Wangila et al. (2023) investigated the effectiveness of psychosocial interventions for addressing adolescent delinquency in 116 public secondary schools in Kenya. The study, involving secondary school principals and students, revealed that a significant number of adolescents faced psychosocial issues. It found a positive correlation between the increase in psychosocial interventions and student growth,

highlighting the effectiveness of these interventions in fostering positive developmental outcomes among adolescents. This result aligns with the findings of Hamdani et al. (2024), who identified group psychological interventions as particularly effective in managing adolescent delinquency in school settings. However, the study by Wangila et al. (2023) did not focus on any specific intervention methods, presenting a conceptual gap in understanding which particular interventions were most effective.

Theoretical Framework

This study draws on two fundamental theoretical frameworks - Ryff's Psychological Wellbeing Theory and Travis Hirschi's Social Control Theory - to underpin its analysis.

Ryff's Psychological Wellbeing Theory

Ryff's (1989) Theory of Psychological Well-Being provides a comprehensive framework for understanding psychological health through six key dimensions. These are: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Blasco-Belled & Alsinet, 2022). Self-acceptance refers to being comfortable with one's abilities and acknowledging personal strengths and limitations (Stavraki, et al. 2022). Positive relations with others encompass the cordial and meaningful relationships one enjoys with peers, family, and the community (Van Dierendonck & Lam, 2023).

Autonomy is the ability to be self-determined, achieve goals, and maintain independence (Stavraki et al., 2022). Environmental mastery involves an individual's capability to effectively manage life's challenges and shape their environment to meet personal needs (Blasco-Belled & Alsinet, 2022). Each of these dimensions has profound psychosocial implications for adolescent development, particularly in relation to delinquency (Van Dierendonck & Lam, 2023). Adolescents who exhibit

delinquent behavior often experience deficits in these areas, leading to psychological and social difficulties that contribute to their involvement in delinquency.

Teenage delinquents often struggle with autonomy, which refers to a sense of independence and self-regulation (Stavraki et al., 2022). Adolescents may engage in criminal activities to compensate for their lack of self-determination and control. Those involved in delinquent behavior typically exhibit lower levels of autonomy, making them more vulnerable to peer influence (Molinedo-Quílez, 2020). This susceptibility can manifest in impulsiveness and difficulty in making independent decisions, which increases their likelihood of participating in risky or illegal activities. Environmental mastery, another essential aspect of psychological well-being, is often compromised in delinquent adolescents. These youths frequently struggle to effectively manage their surroundings, whether at school, at home, or in social environments, leading to frustration and poor decision-making (Dardas et al., 2022). The inability to navigate these settings successfully can further perpetuate negative behaviors, reinforcing the cycle of delinquency.

Ryff's theory also emphasizes that for adolescents to develop holistically, they must be guided by a clear purpose in life, actively taking discernible steps toward achieving their objectives (Dardas et al., 2022). However, the dimensions of purpose in life and personal growth, crucial for psychological well-being, are often underdeveloped in adolescent delinquents (Gómez-López et al., 2019). Without a clear sense of purpose or future direction, these youths are more likely to engage in behaviors aimed at short-term gratification, such as substance use or criminal activities (James, 2018). The absence of personal growth and goal setting not only perpetuates cycles of delinquency but also limits opportunities for rehabilitation and reintegration into

society (Gunuboh, 2023). Addressing these dimensions is key to breaking the cycle and fostering healthier developmental outcomes for delinquent adolescents.

Gul et al. (2021) utilized Ryff's Psychological Well-Being Theory to explain the nexus between parenting approach and the well-being of children. The study, conducted in Pakistan, involved 300 parent-child dyads. The findings indicated that children subjected to positive parenting styles exhibited higher levels of psychological well-being compared to those experiencing negative parenting styles. The findings are consistent with Ryff's Psychological Well-Being Theory in that positive parenting fosters core dimensions of well-being, such as autonomy, environmental mastery, positive relationships, purpose in life, personal growth, and self-acceptance. This underscores the significant impact of parental behavior on children's mental health and development.

Social Control Theory

The Social Control Theory, developed by Travis Hirschi, focuses on the role of social bonds in preventing delinquent behavior (Costello & Laub, 2020). Hirschi identified four key elements of social bonds: attachment, commitment, involvement, and belief (Sisca & Alhakim, 2022). Attachment refers to the emotional connections individuals have with family and peers. Strong attachments to positive role models can deter delinquency, as adolescents are less likely to engage in deviant behavior when they value their relationships with others (Costello & Laub, 2020).

Commitment involves investment in conventional activities and goals, such as education and career (Sisca & Alhakim, 2022). Adolescents with high levels of commitment perceive greater risks associated with delinquent behavior and are therefore less likely to engage in such activities (Claro-Perelmiter, 2022). Involvement in structured, positive activities, like sports and academic pursuits, provides a

productive use of time, reducing opportunities for deviant behavior. Lastly, belief pertains to the acceptance of societal norms and values. Adolescents who adhere to societal rules are less likely to engage in delinquent acts (Costello & Laub, 2020).

Applying the Social Control Theory to adolescent behavior highlights how strong social bonds and commitments can act as deterrents to delinquency (Kempf, 2023). Adolescents who maintain close, supportive relationships with their family and peers are generally less likely to engage in delinquent activities (Xie et al., 2024). Conversely, a lack of attachment or negative relationships can increase the risk of delinquency (Costello & Laub, 2020). Furthermore, high levels of commitment to educational and future goals provide a strong incentive to avoid behaviors that could jeopardize these aspirations (Xie et al., 2024). Involvement in positive activities and adherence to societal norms also play crucial roles in preventing delinquency by filling time constructively and reinforcing the value of societal rules.

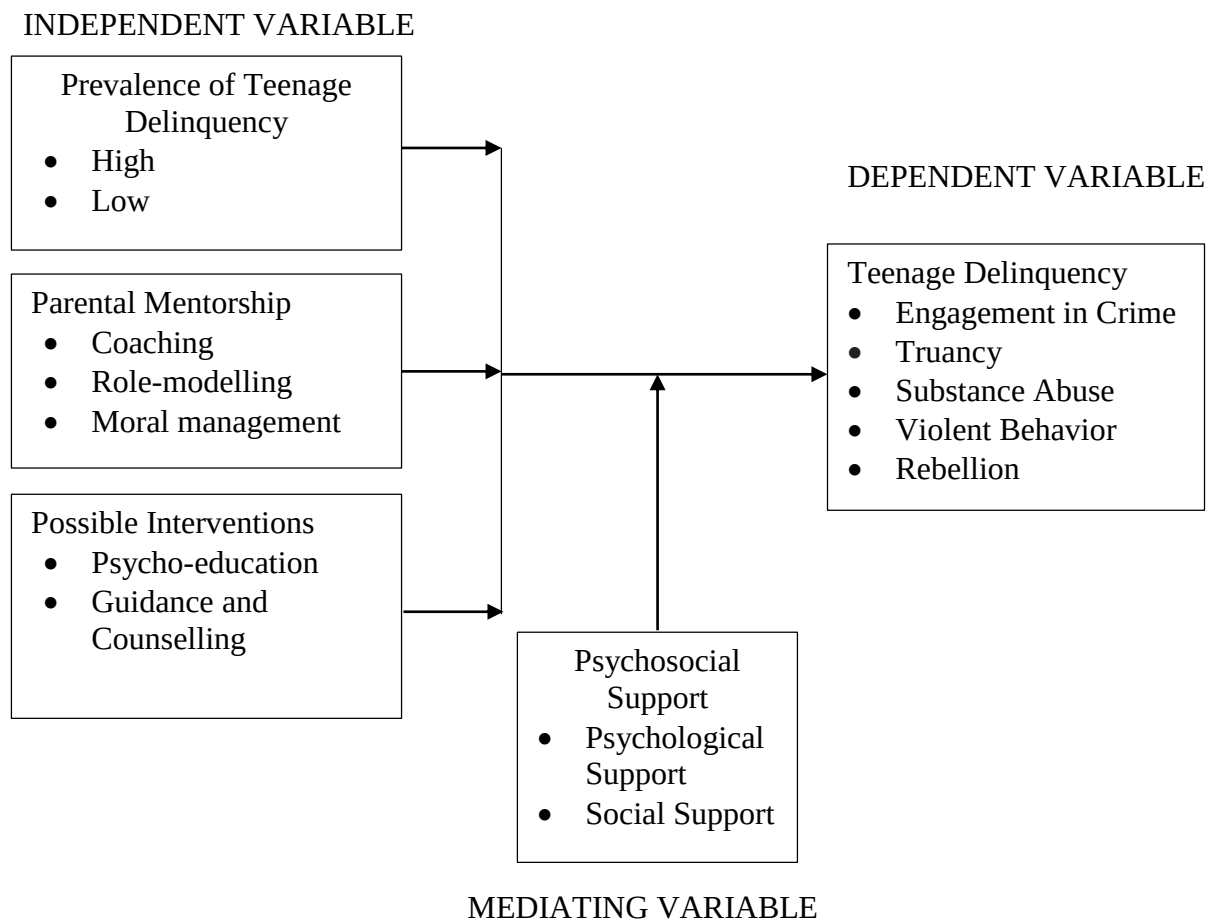
Integrating the Social Control Theory with the Social Learning Theory offers a more comprehensive understanding of adolescent delinquency (Kempf, 2023). While Social Learning Theory emphasizes the role of observation and reinforcement in behavior acquisition, Social Control Theory highlights the importance of social bonds in preventing delinquency. By combining these theories, researchers can gain insights into how both social influences and individual bonds contribute to delinquent behavior, offering valuable perspectives on preventive strategies and interventions. This approach can be particularly useful in developing targeted interventions that address both social influences and the strengthening of social bonds (Sisca & Alhakim, 2022).

Ripley-McNeil and Cramer (2021) explored the role of parental care in mitigating teenage delinquency, drawing on social control theory. The study, conducted in Canada with a sample of 13,287 teenagers, sought to determine whether

strong parental bonds could serve as protective factors against delinquent behavior. The findings revealed that robust parental involvement not only reduced the likelihood of adolescents engaging in criminal activities but also fostered emotional stability and accountability among the youth. This aligns with the core principles of social control theory, which posits that individuals with strong social bonds are less likely to engage in deviant behavior. Furthermore, the study established a negative correlation between parental involvement and the number of adolescent arrests, suggesting that higher levels of parental engagement are associated with lower rates of delinquency.

Conceptual Framework

A conceptual framework is a visual representation that outlines the relationship between study variables (Roehrig et al., 2021). Figure 1 illustrates the conceptual framework to be used. The independent variables are prevalence of teenage delinquency measured as either high or low, parental mentorship comprising of coaching, role-modelling, and moral management, and possible interventions such as psycho-education and guidance and counselling. The mediating variable is psychosocial classified into psychological support and social support. The dependent variable is teenage delinquency such as engagement in crime, truancy, substance abuse, violent behavior, and rebellion.

Figure 1: Conceptual Framework**Summary of Research Gaps**

The studies on prevalence of delinquency illustrate that while there are general trends and declines in some regions, specific factors such as environmental influences, poverty, and online risks continue to shape the prevalence of teenage delinquency. For example, Marshall et al. (2022) reported a 33.3% victimization rate among school-going adolescents, with theft and bullying being significant issues. This finding aligns with Choubey et al. (2023), who observed fluctuations in delinquency cases over time, with a notable decrease in 2020 but a rise in 2021. These variations highlight the dynamic nature of delinquency rates, influenced by fluctuating social and

environmental factors. In contrast, Van der Laan et al. (2021) documented a general decline in delinquency over a 15-year period in Europe, attributing this decrease to reduced exposure to risk factors such as alcohol and enhanced protective measures like parental supervision. Despite the overall reduction, serious delinquency remained stable, suggesting that while general delinquency has diminished, severe offenses persist due to complex and persistent risk factors.

The reviewed studies highlight several key themes regarding parental mentorship and its impact on teenage delinquency and psychosocial well-being. Research shows that effective parental mentorship, characterized by supportive relationships and appropriate supervision, plays a crucial role in mitigating teenage delinquency and enhancing emotional resilience. For instance, Claro and Perelmiter (2022) found that mentoring positively impacts emotional well-being and offers protection against delinquency, though it also has mixed effects on internalizing behaviors. Similarly, Xie et al. (2024) underscored the importance of parental monitoring in managing Conduct Disorder among delinquents, emphasizing that inadequate parental oversight and moral disengagement are significant contributors to delinquent behavior. Kapetanovic and Skoog (2021) further supported this by showing that open family communication and effective parenting practices are essential in addressing adolescent delinquency and emotional issues.

In addition to these findings, several studies explored the broader psychosocial contexts influencing teenage behavior. For example, Gunuboh (2023) highlighted the role of environmental factors such as poverty and educational attainment in shaping delinquent behavior, while Younas et al. (2022) emphasized the importance of family dynamics and peer relationships. Erdem et al. (2024) and Chauke (2023) noted that while parental mentoring improves family dynamics and protects against delinquency,

the effects are often modest, indicating that other factors might also play a significant role. Overall, these studies reveal a complex interplay between parental involvement, environmental influences, and individual traits, suggesting that comprehensive interventions should address both parenting strategies and broader psychosocial factors to effectively prevent and manage teenage delinquency.

Mentoring programs have demonstrated significant efficacy in improving teenage behavior and reducing delinquent activities, as shown by DuBois (2022) and Olsson et al. (2021). These programs effectively guide adolescents through positive role models, although thorough literature searches are needed to address potential gaps in past reviews. Psychological Resilience Interventions, as reviewed by Hodgkinson et al. (2021), have proven effective in reducing re-offending rates, promoting long-term behavioral improvements despite initial negative reactions. Risk-Need-Responsivity (RNR) principles, examined by Bijlsma et al. (2024), generally yield positive outcomes in reducing criminal behavior and enhancing psychosocial well-being, though strict adherence to these principles is not always necessary. The Positive Development for Adolescents (DPAR) intervention, highlighted by Paricio et al. (2020), shows effectiveness in improving academic performance and psychosocial skills, particularly in enhancing self-esteem and interpersonal skills. Multisystemic Therapy and interventions targeting Callous-Unemotional (CU) Traits, as reviewed by Bjørnebekk et al. (2021), effectively address severe social dysfunction and emphasize the importance of parental involvement.

Emotional regulation interventions, discussed by Eadeh et al. (2021), have been effective in clinical settings but show lower impact in community environments, indicating the need for adapted application contexts. School-based programs, including therapy games and meaningful activities, identified by Chimano (2023), significantly

mitigate teenage delinquency by promoting healthy values and moral development. Health education interventions, as evaluated by Penyami et al. (2020), enhance psychosocial skills through audiovisual media and booklets, demonstrating a strong impact on communication and emotional regulation. Finally, the integrated social work approach, examined by Singh and Azman (2020), effectively uses parental training and community engagement to address delinquency, fostering peer accountability and community involvement. Each intervention has proven effective in different ways, emphasizing the need for tailored approaches to address the multifaceted nature of teenage delinquency.

Chapter Summary

This chapter has reviewed empirical literature, thoroughly examining existing research to provide a comprehensive understanding of the topic while identifying areas for further exploration. The synthesis of key findings, trends, and discrepancies has offered valuable insights into the points of consensus and divergence among researchers. Additionally, the theoretical framework outlining the foundational theories and perspectives guiding the study has been discussed in detail. The chapter concludes by illustrating and describing the conceptual framework, which visually represents the relationships between key variables or concepts, aiding in the organization, analysis, and interpretation of data toward achieving the research objectives. In the next chapter, the methodology that guided the study is described.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

This chapter explains the methodology guiding the study, beginning with the research design chosen to address the study objectives. It defines the target population and details the sample size and sampling method, ensuring a representative and relevant group is selected. The types of data, along with the data collection methods, are described, including the instruments used and the procedures for ensuring their validity and reliability. The chapter also covers pilot testing to refine data collection tools before the main study, as well as the data analysis plan. Finally, the chapter addresses the ethical considerations and ends with a summary.

Research Design

This study adopted embedded mixed methods research design, which combines both quantitative and qualitative approaches to provide a more comprehensive understanding of the research problem (Hennink et al., 2020). This is where quantitative data was nested within qualitative data to provide complementary insights. Quantitative data was the primary focus, while qualitative data offered supportive information to enhance understanding. The embedded mixed methods approach is widely recognized as a comprehensive research design choice for investigating multifaceted social and behavioral issues, particularly those involving youth development and delinquency (Creswell & Creswell, 2020). This design allows for the simultaneous collection and analysis of both quantitative and qualitative data, which is crucial when studying the mediating effects of psychosocial well-being on adolescent delinquency. Using both types of data provides a richer, more nuanced understanding of the relationship between variables, as well as greater triangulation – a method of cross-verifying data to enhance the reliability of results (Zohrabi, 2020).

In this study, quantitative data helped measure the direct impact of parental mentorship, family empowerment, and guidance and counseling interventions on delinquency, while qualitative data offered deeper insights into the psychosocial experiences of adolescents, helping to contextualize the findings (Plano Clark, 2020). For instance, family empowerment programs may show a statistical reduction in delinquent behaviors, but qualitative interviews can reveal the specific aspects of these interventions such as emotional support and communication patterns that contribute most to adolescent resilience (Shorten & Smith, 2021).

Additionally, mixed methods designs are particularly useful when exploring mediating variables like psychosocial well-being. The convergent design allows researchers to simultaneously examine how quantitative measures of psychosocial well-being interact with qualitative accounts of emotional and psychological challenges faced by adolescents (Creswell & Creswell, 2020). This helps to establish a more complete understanding of how psychosocial factors mediate the relationship between family dynamics and delinquent behavior, which may inform more tailored interventions (Tashakkori & Teddlie, 2020).

Target Population

The study was conducted in selected Presbyterian churches in Kawangware, Dagoretti Sub-County in Nairobi City County, Kenya. Kawangware is an informal settlement in one of the most densely populated areas in the city, characterized by a mix of urban and rural features. The settlement is known for its high levels of poverty, inadequate infrastructure, and a significant portion of the population living in low-income conditions (Dikkerboom, 2022). Kawangware faces numerous social challenges, including limited access to education, healthcare, and clean water, as well as high rates of unemployment and crime (Ondere, 2022). The target population was

277 teenagers of three PCEA churches in Kawangware namely: PCEA Kawangware, PCEA Kabete, and PCEA Rurii. In this respect, attention is drawn to the fact that, according to the church's administrative structure, PCEA Kawangware is a parish that oversees both PCEA Kabete and PCEA Rurii. The population distribution is presented in table 1.

Table 2 Population Distribution

Stratum	Teenage Population	Percent
PCEA Kawangware	120	43.3%
PCEA Kabete	60	21.7%
PCEA Rurii	97	35.0%
Total	277	100%

Sampling Size

In order to establish a representative sample, Yamane (1967) formula was used to compute the sample size as follows:

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

Where:

n is the sample size

N is the population size (in this case, 402)

e is the margin of error (set at 0.05)

Therefore,

$$n = \frac{277}{1 + 277(0.05)^2}$$

$$n = 164$$

Therefore, the total sample size comprised 164 teenagers drawn from the four PCEA churches in Kawangware.

Sampling Method

The researcher employed stratified random sampling techniques. The aim of employing probability sampling was to choose a representative number of teenagers from each PCEA church in Kawangware. In this sampling strategy, every stratum or unit within the population of interest possesses an equal opportunity for selection. According to Sharma (2023), this approach ensures fairness and minimizes bias in participant selection. In this study, stratified sampling applied as provided in table 2.

Table 3 Sampling Matrix

Stratum	Teenage Population	Sample size	Percent
PCEA	120	71	
Kawangware			43.3%
PCEA Kabete	60	36	21.7%
PCEA Rurii	97	57	35.0%
Total	277	164	100.0%

Types of Data

Data is categorized into two types: primary and secondary. Primary data is collected firsthand from the field specifically for a study, while secondary data is pre-existing, stored, and available for retrieval (Cheong et al., 2023). This study relied on primary data because it offers several advantages. First, primary data is current and reflects the immediate context of the research. Second, it is specifically gathered to address the unique objectives of the study (Ruggiano & Perry 2019). As a result, the findings are more relevant and directly aligned with the research goals.

Data Collection Methods

Data was collected using a structured questionnaire and in-depth interview guide. The questionnaire which was administered to the teenagers comprised of four sections. Section A gathered demographic details of the teenagers such as age, gender, and educational level as well as family background such as number of siblings, family structure, parents' marital status, and occupation. Additionally, the study collected information on the living arrangements of the participants, specifically whether they resided with biological parents, guardians, or siblings. This demographic data helped in understanding the background of the participants and its potential influence on the study variables.

Section B elicited data for measuring parental mentorship using an adapted version of the Mentoring Functions Questionnaire (MFQ-9) developed by Salem and Lakhal (2008). MFQ-9 is a 9-item Likert scale questionnaire on a 5-point scale from strongly disagree to strongly agree. The questionnaire was classified into three dimensions that reflected parental mentorship: educational support (3 items), psychosocial support (3 items), and role-modelling (3 items). Sample items include: "my parent(s) has devoted special time and consideration to my education", "I consider my parent(s) to be a friend", and "I try to model my behavior after my parent(s)."

Section C gathered data on psychosocial support using Ryff's Psychological Well-Being Scale. This is an 18-item instrument questionnaire on a 6-point Likert scale whereby; 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, and 6 =Strongly Agree (Garcia et al., 2023). Examples of questions from this scale included: "Maintaining close relationships has been difficult and frustrating for me," "I judge myself by what I think is important, not by what others think," and "I live life one day at a time and do not really think about the future."

Section D was used to collect data on adolescent delinquency using a self-report delinquency scale originally developed by Elliott et al. (1985) and validated in Portugal by Pechorro et al. (2019) known as the Self-Reported Delinquency Scale (SRD). However, after reviewing the 35-item questionnaire, the researcher excluded 7 questions that were not relevant to the socioeconomic context of this study. The excluded questions pertained to behaviors such as: driving a car or motorcycle faster than 120 km/h, running a red light, participating in car or motorcycle races, driving without a license, driving a stolen vehicle, driving under the influence, and shaking or hitting vending machines.

A sample of the retained questions relevant to this study included: "Have you intentionally damaged school property (e.g., a chair or door)?", "Have you stolen things from other people (e.g., a mobile phone)?", and "Have you consumed alcoholic beverages in public places (e.g., in nightclubs)?" These questions aligned more closely with the local socioeconomic environment and the study's focus. The questions were graded using a 5-point Likert scale, with responses ranging from 1 to 5. "Strongly Disagree" was graded as 1, "Disagree" as 2, "Neutral" as 3, "Agree" as 4, and "Strongly Agree" as 5. A higher score on the scale indicated a higher level of engagement in the delinquent behaviors being assessed.

In-depth interviews were also conducted with 20 parents in order to gain further insights into the practice of parental mentorship and its contribution to mitigating teenage delinquency (Aithal & Aithal, 2020). Parents were asked to describe their views on the role of parental mentorship in preventing or addressing teenage delinquency and to provide specific examples or anecdotes that illustrated its impact on adolescent behavior. Additionally, the interview sought to understand how parental mentorship contributes to the development of positive relationships and social skills in

adolescents. This approach gathered comprehensive qualitative data on how parental involvement affects teenage behavior and social development.

Instrument Validity

Validity refers to an instrument's ability to measure what it is intended to measure accurately, capturing the various dimensions of a study effectively (Mata-López et al., 2021; Sürücü & Maslakci, 2020). The researcher assessed the questionnaire for construct validity to ensure the questionnaire aligns with the theoretical constructions it is supposed to measure. Construct validity is chosen for its ability to verify that the instrument reflects the underlying theoretical framework, ensuring that the findings are credible and meaningful (Mata-López et al., 2021). In this study, the use of standardized tools provided assurance of instrument validity.

Instrument Reliability

Instrument reliability refers to the degree to which an instrument consistently produces similar results when used repeatedly to measure a specific phenomenon under the same conditions (Sürücü & Maslakci, 2020). This study assessed internal consistency using Cronbach's alpha, with the score calculated through SPSS version 23 (Mata-López et al., 2021). For the study to proceed, a minimum threshold of 0.7 on the Cronbach scale (ranging from 0 to 1) was required. The Cronbach scale was chosen because it provides a reliable measure of internal consistency, ensuring that the instrument's items are closely related and measure the same construct (Sürücü & Maslakci, 2020). Additionally, it is widely used and accepted in social science research, making it a standard for evaluating reliability. Again, since the instruments used to collect data for this study are all standardized, the researcher was confident of their instrument reliability.

The study utilized the Mentoring Functions Questionnaire by Salem and Lakhan (2018), which was validated in Tunisia. The validation process yielded a reliability coefficient above 0.7, meeting the acceptable threshold for research (Mata-López et al., 2021). Psychological well-being was assessed using Ryff's Psychological Well-Being Scale (Garcia et al., 2023). Garcia et al. (2023) reported a Cronbach's alpha ranging from 0.79 to 0.84, which, according to Mata-López et al. (2021), exceeds the minimum reliability standard set by Kennedy (2022) for research purposes. Adolescent delinquency was measured using the Self-Reported Delinquency Scale (SRD), validated by Pechorro et al. (2019), with a Cronbach's alpha of 0.8, surpassing the recommended 0.7 threshold (Mata-López et al., 2021). These instruments provide reliable and valid measures for assessing the study variables. As shown in table 3 below, parental mentorship yielded a Cronbach alpha of .892, psychosocial support, .724 and teens delinquency .902.

Table 4 The Reliability Tests

Variable	Cronbach's alpha	N of items
Parental mentorship	.892	9
Psychosocial support	.724	16
Teen's delinquency	.902	28

Pilot Testing

Although the researcher utilized standardized instruments, the difference in sociocultural context necessitates pilot-testing. This is a preliminary study conducted to test data collection instruments in preparation for the main research endeavor. This process aims to identify any potential problem areas or deficiencies in the research instruments before commencing the main study. Consequently, conducting instrument

piloting enabled the researcher to refine and improve the data collection tools, ensuring the effectiveness and validity of the research methodology. For this purpose, and in order to avoid data contamination, a pilot test was carried out at PCEA Kasarani West Parish - Kasarani Sub-County, Nairobi City County.

Data Collection Procedure

The researcher first sought ethical clearance from Pan Africa Christian University's Institutional Scientific and Ethics Review Committee (ISERC). Upon receiving the clearance certificate and Research Authorization letter from the University, the researcher applied for a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Once the permit was obtained, the researcher sent a formal request to the targeted PCEA churches, seeking permission to conduct the study. The letter outlined the study's purpose, its potential benefits, and the extent of liability. It also highlighted the researcher's commitment to ethical standards, including maintaining anonymity and confidentiality. Copies of the university's introduction letter and the NACOSTI and the letters were personally delivered. The researcher obtained both verbal and written commitment from the chairmen and inquired about any administrative or ethical boundaries the church requires.

Since teenagers are minors, their participation requires parental consent. During the meeting, the researcher sought the parents' approval to proceed. Each parent was given a consent form outlining the study's purpose, benefits, and the researcher's commitment to confidentiality and anonymity. Parents had to sign the form if they agreed to the conditions, and the study only proceeded after receiving the signed consent. The researcher designed another consent form for respondents to review and sign. The form clearly stated the study's purpose and outlined participants' rights,

including the right to decline participation, withdraw at any point, or refuse to answer any questions. It also detailed the researcher's responsibilities, such as ensuring confidentiality and anonymity. Participants only received the questionnaire after they had reviewed and agreed to the conditions specified in the consent form. A signed consent form was then required from each participant as confirmation of their agreement.

The researcher finally administered the questionnaire with the help of two trained research assistants. The primary role of the two research assistants included administering questionnaires, taking notes during interviews with parents, and managing data entry. To prepare them for these tasks, they underwent a structured training session covering the study's objectives, ethical considerations (such as informed consent and child protection), effective interviewing techniques, and data handling procedures. They were also trained on how to address sensitive topics with empathy and professionalism while ensuring participants' comfort. During the actual data collection, the researcher undertook regular supervision and spot-checks to verify adherence to ethical guidelines and accuracy in recording responses. Data was reviewed daily to identify inconsistencies or errors, and corrective measures were taken promptly.

Data Analysis Plan

Data analysis is the process through which a researcher interprets and makes sense of the data collected from the field (Favaretto, et al. 2020). This study undertook both quantitative and qualitative data analysis. Quantitative data served as the primary data source, providing statistical insights and measurable evidence (Mezmir, 2020). The researcher used inferential statistics, specifically regression analysis. Regression analysis was preferred because it allowed the researcher to examine the relationships

between variables and assess how well one or more independent variables predict a dependent variable (Favaretto, et al. 2020). This method provides insights into the strength and nature of these relationships, facilitating a deeper understanding of the data. The analysis was conducted using the Statistical Package for Social Sciences (SPSS) version 25, a widely used software for statistical analysis in social sciences research.

To test the mediation effect, Baron and Kenney's (1986) steps were followed. The first step involved testing whether Parental Mentorship significantly predicted Teenage Delinquency by regressing the teenage delinquency on the parental mentorship. If the parental mentorship significantly influenced teenage delinquency, the researcher proceeded to the next step which involved checking if the parental mentorship significantly predicted the mediator by regressing the psychosocial support on the parental mentorship. A significant result at this stage suggested that the parental mentorship affects the mediator, which allowed the researcher to move to the final model. In the final model, the researcher regressed teenage delinquency on both parental mentorship and psychosocial support to see if the psychosocial support explained the relationship between the parental mentorship and the teenage delinquency.

If the direct effect of Parental Mentorship on the Teenage Delinquency becomes non-significant while the Psychosocial support significantly predicts Teenage Delinquency, it indicates full mediation, meaning the mediator Psychosocial support completely accounts for the relationship between the Parental Mentorship and Teenage Delinquency. If the effect of the Parental Mentorship remains significant but is reduced, it suggests partial mediation, where Parental Mentorship influences the

Teenage Delinquency both directly and indirectly through the Psychosocial support. If the Psychosocial support is not significant in this model, no mediation exists.

The study utilized thematic methods to analyze qualitative data as it is ideal for uncovering and interpreting patterns and themes (Dawadi, 2020). This method follows a systematic six-step process: First, the researcher immersed herself in the data to gain a deep understanding (Kiger & Varpio, 2020). Second, initial codes were generated to identify key features of the data. Third, the researcher searched for themes by organizing these codes into broader categories. Fourth, the themes were reviewed to ensure they accurately represented the data. Fifth, the themes were ten, clearly defined and named to encapsulate their core meaning. Finally, a comprehensive report was written to present the findings. This was undertaken using Nvivo software version 12 for qualitative data analysis.

Ethical Considerations

The study adhered to the ethical guidelines established by Pan Africa Christian University (PAC University), prioritizing the protection of research participants and maintaining the integrity of the research process. Initially, the researcher sought clearance from PAC Institutional Scientific and Ethics Review Committee (ISERC) and then applied for a research permit from National Commission of Science, Technology, and Innovation (NACOSTI). Following this, the researcher delivered letters to the participating churches, including the research permit and an introduction letter from PAC University detailing the study's purpose and a commitment to confidentiality and anonymity. The researcher also met with the chairmen of the churches selected to discuss the study's logistics and get their approval. Additionally, a crucial meeting with parents was held to explain the study and review the consent letter. This letter outlined the study's purpose, the right of parents to refuse

participation, and the rights of teenagers to withdraw or decline to answer questions. Parents who agreed signed the consent forms. On the day of the study, teenagers were briefed again, and only those who consented by signing the forms participated. To observe confidentiality, respondents were instructed to keep their identities anonymous when filling out the questionnaires, fostering an environment of approval, confidence, and openness.

The complete questionnaires were securely stored in a locked room accessible only to the researcher and authorized personnel. Only the researcher accessed the data and only granted authorized permission to the statistician under strict non-disclosure instructions. Data analysis was conducted on an encrypted laptop to ensure data security. During reporting, pseudonyms were used to protect participant identities. To protect participant confidentiality when research results were shared, only aggregated data was reported such that the findings could be traceable to any of the study participants. Interview quotes were attributed rather than identifiable, and informed consent was obtained before recording participant's quotes. The data was retained until after the dissemination of the research findings.

Chapter Summary

This chapter has provided a detailed account of the methodology employed in the study. It began by justifying the chosen research design and clearly defined the target population, sampling size, and methods used. Further, the chapter has outlined the types of data collected, the instruments used, and the measures taken to ensure their validity and reliability. Pilot testing and the data analysis plan are discussed, along with the ethical considerations adhered to throughout the research process. The next chapter presents the results and discussion of the study.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

Introduction

This chapter presents and discusses the study findings. The chapter begins by presenting a descriptive analysis of the response rate and demographic profile of the respondents. The rest of the chapter is organized according to the specific objectives. These were: to examine the prevalence of teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya; to investigate the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya; to assess the mediating effect of psychosocial support on the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya; and, to establish the possible psychosocial interventions to teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.

Response Rate and Demographic Analysis

This section analyses the response rate as well as the distribution of respondents by age, gender, education level, family structure, parents' marital status, type of school attended, and category of school.

Response Rate

Table 4 presents the response rate for the study.

Table 5 Response Rate

Response rate	Frequency	Percent
Total questionnaires completed	115	70%
Non-respondents	49	30%

Total	164	100%
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Out of the 164 questionnaires distributed, 115 were successfully completed and returned, yielding a response rate of 70%, while 49 questionnaires were not returned, representing a non-response rate of 30%. This compares well with past empirical studies which reported 68% response rate (Holtom et al., 2022). The response rate is consistent with Rahal and Adorján (2024) who claim that 70% response rate is considered acceptable and indicates a strong level of engagement from the study participants. This rate enhances the credibility and generalizability of the findings, suggesting that the sample is likely representative of the target population.

Age of Respondents

Table 5 presents the age distribution of the respondents in the study.

Table 6 Age Distribution of Respondents

Respondent's age	Frequency	Percent
13 years	12	10.4%
14 years	16	13.9%
15 years	19	16.5%
16 years	22	19.1%
17 years	26	22.6%
18 years	17	14.8%
19 years	3	2.6%
Total	115	100.0%

From Table 5, it can be noted that the majority of the respondents were 17 years old (22.6%), followed by 16 years (19.1%), 15 years (16.5%), 14 years (13.9%), and

18 years (14.8%). Respondents aged 13 accounted for 10.4%, while those aged 19 made up the smallest proportion at 2.6%. The age distribution shows that the sample was primarily composed of mid- to late-adolescents (16-19 years), collectively accounting for 59.5% of the respondents. This finding is consistent with a study by Macharia (2024) whose investigation of the influence of dysfunctional families on academic performance among students in public day Secondary Schools in Juja Sub-County, Kiambu County, Kenya also reported that 66.5% of the respondents were between 16 years and 19 years of age. This suggests that majority of the respondents were at the peak of their adolescent years, typically characterized by heightened emotional intensity and major physical and hormonal changes that potentially affect their behavior.

Gender of Respondents

Table 6 presents the gender distribution of the respondents in the study.

Table 7 Gender Distribution of Respondents

What is your gender?	Frequency	Percent
Male	50	43.5%
Female	65	56.5%
Total	115	100.0%

A majority of the participants identified as female (56.5%), while males comprised 43.5% of the total sample. This indicates a slightly higher representation of female respondents. This distribution is also consistent with the study by Macharia (2024) which also reported a slightly higher distribution of female respondents at 52% against male respondents at 48%. The gender balance in this study is relatively even, suggesting that the findings are likely to reflect perspectives from both genders.

Education Level of Respondents

Table 7 presents the education level of respondents in the study.

Table 8 Distribution of Respondents by Education Level

What is your educational level?	Frequency	Percent
Grade 8	16	13.9%
Grade 9	19	16.5%
Form 1	12	10.4%
Form 2	16	13.9%
Form 3	27	23.5%
Form 4	24	20.9%
Cleared High school	1	0.9%
Total	115	100.0%

The largest proportion of participants was in Form 3 (23.5%), followed by Form 4 (20.9%), Grade 9 (16.5%), and both Grade 8 and Form 2 at 13.9% each. Respondents in Form 1 made up 10.4%, while only 0.9% had cleared high school. This distribution indicates that the majority of respondents were enrolled in secondary school at the time of the study, particularly in the upper classes. The representation across different educational levels provides a broad view of perspectives from students at various stages of learning, though the small number of post-secondary respondents suggests that the findings primarily reflect high school student experiences. The high school context is therefore important to put into perspective when making sense of the study findings given that during high school life, majority of the respondents spend more time with their peers than with their parents.

Family Structure

Table 8 presents the distribution of respondents by family structure.

Table 9 Distribution of Respondents by Family Structure

Which of the following family structures best describe your family?	Frequency	Percent
Two-parent family	60	52.2%
Single-parent family	44	38.3%
Blended family/step family	11	9.6%
Total	115	100.0%

Just over half of the participants (52.2%) reported living in a two-parent family, while 38.3% identified as being from a single-parent family. A smaller proportion (9.6%) came from blended or stepfamilies. These findings suggest that the majority of respondents experience the traditional two-parent family setup, though a substantial portion come from single parent family structures. This variation is important for understanding how family background may influence the respondents' experiences, behaviors, or perspectives on parental mentorship in relation to delinquency behaviors.

Parent's Marital Status

Table 9 presents the distribution of respondents based on their parents' marital status.

Table 10 Distribution of Respondents by Parents' Marital Status

What is your parent's marital status?	Frequency	Percent
Married	56	48.7%
Single	30	26.1%
Widowed	18	15.7%
Divorced/separated	11	9.6%
Total	115	100.0%

About half of the respondents (48.7%) reported that their parents were married, while 26.1% indicated that their parents were single. Additionally, 15.7% had widowed parents, and 9.6% came from divorced or separated families. These findings highlight a diverse range of family circumstances, with a significant proportion of respondents coming from non-marriage parental backgrounds. This diversity in parental marital status may have implications for the respondents' emotional and social experiences with psychosocial and behavioral implications.

Type of School

Table 10 presents the distribution of respondents by the type of school they attended.

Table 11 Distribution of Respondents by Category of School Attended

Please, indicate the type of school you attend	Frequency	Percent
Private school	31	27.0%
Public school	84	73.0%
Total	115	100.0%

The majority of participants (73.0%) reported attending public schools, while 27.0% were enrolled in private schools. This indicates that most of the respondents are drawn from public educational institutions.

School of Respondent

Table 11 presents the distribution of respondents by the category of school they attend.

Table 12 Distribution of Respondents by School Category

Please, indicate the category of school you attend?	Frequency	Percent
Day school	77	67.0%

Boarding school	38	33.0%
Total	115	100.0%

A majority of the participants (67.0%) indicated that they attended day schools, while 33.0% reported attending boarding schools. This suggests that most respondents were day scholars, which may influence their daily experiences, social interactions, and family involvement compared to those in boarding schools. The difference in school category is important to consider in the examination of parental mentorship in relation to adolescent delinquency.

Prevalence of Teenage Delinquency

The first objective of the study was to examine the prevalence of teenage delinquency in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya. The section that follows presents descriptive analysis of teenage delinquency dimensions.

Petty Theft

Table 12 presents the descriptive statistics for items measuring petty theft as a dimension of teenage delinquency among respondents from selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 13 Descriptive Analysis of Petty Theft Items

Petty theft items	Mean	Std. Deviation
Have you ever stolen more than Kes 200	3.28	1.598
Have you ever stolen less than Kes 200	3.11	1.616
Have you ever avoided paying bus fare	2.93	1.721
Have you ever stolen things from a store	1.70	1.233

Petty theft composite score	2.76	1.542
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The item “Have you ever stolen more than Kes 200” had the highest mean ($M = 3.28$, $SD = 1.60$), followed by “Have you ever stolen less than Kes 200” ($M = 3.11$, $SD = 1.62$) and “Have you ever avoided paying bus fare” ($M = 2.93$, $SD = 1.72$), suggesting moderate prevalence of these behaviors. In contrast, the item “Have you ever stolen things from a store” had a notably lower mean ($M = 1.70$, $SD = 1.23$), indicating relatively low engagement in that behavior. The overall composite score for petty theft was moderate ($M = 2.76$, $SD = 1.54$), implying that while petty theft exists among some teenagers in these churches, the prevalence varies by specific behavior. This finding is consistent with the definition of teenage delinquency which, according to Akhtar et al. (2024) and Wu (2021), refers to the involvement of individuals under the age of 18 in petty crimes and other behaviors that deviate from socially accepted norms.

Engagement in Crime

Table 13 presents the descriptive statistics for items measuring involvement in major crimes among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 14 Descriptive Analysis Major Crime Participation Items

Major crime items	Mean	Std. Deviation
Have you stolen things from other people (e.g. mobile phone)	1.69	1.259
Have you broken into a house with the intension to steal	1.56	1.066
Have you used force to get things from other people (e.g. money)	1.55	1.256
Have you intentionally set a fire	1.36	0.856

Have stolen a car or a motorcycle	1.28	0.835
Have you participated in a robbery using force or a weapon?	1.25	0.787
Have you been involved in a car or motorcycle accident and then fled	1.24	0.834
Major crime composite score	1.42	0.985

The item “Have you stolen things from other people (e.g., mobile phone)” recorded the highest mean among the major crime items ($M = 1.69$, $SD = 1.26$), followed by “Have you broken into a house with the intention to steal” ($M = 1.56$, $SD = 1.07$), and “Have you used force to get things from other people (e.g., money)” ($M = 1.55$, $SD = 1.26$). The lowest means were observed for “Have you participated in a robbery using force or a weapon?” ($M = 1.25$, $SD = 0.79$) and “Have you been involved in a car or motorcycle accident and then fled” ($M = 1.24$, $SD = 0.83$), suggesting minimal engagement in these behaviors. The overall composite score for participation in major crime was low ($M = 1.42$, $SD = 0.99$), indicating that while isolated incidents may occur, major criminal behavior is generally rare among the teenagers surveyed. This is in contrast to the findings on teenage crime in Bangladesh conducted by Sharmin (2021) whose finding revealed that 23% of the study sample were accused of assaulting women, 22% involved in murders, 17% in drug-related offenses, 8% in violent robberies and hijacking, and 14% in theft. This disparity suggests that teenage engagement in major crime is context-specific as conditions that make it favourable for engagement in major crime likely differ from one country to another. This is because differences in social structures, peer influences, and community norms shape what behaviors are observed, imitated, and reinforced among youth across different environments.

Truancy

Table 14 displays the descriptive statistics for items assessing teenage truancy among respondents from selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 15 Descriptive Analysis of Teenage Truancy Items

Truancy items	Mean	Std. Deviation
Have you skipped classes without a valid excuse	3.12	1.510
Have you ever been suspended or expelled from school	2.36	1.503
Have you run away from home	2.26	1.421
Truancy composite score	2.58	1.478

The item “Have you skipped classes without a valid excuse” had the highest mean ($M = 3.12$, $SD = 1.51$), suggesting a moderate prevalence of class absenteeism. This was followed by “Have you ever been suspended or expelled from school” ($M = 2.36$, $SD = 1.50$) and “Have you run away from home” ($M = 2.26$, $SD = 1.42$), which had comparatively lower mean scores. The overall composite score for truancy was moderate ($M = 2.58$, $SD = 1.48$), indicating that while not widespread, some teens in this church community have engaged in truancy behaviors, particularly unauthorized absence from school. This finding is consistent with the perspective of Northrop et al. (2022) who introduced the idea that delinquency includes not only crimes but also status offenses, behaviors like truancy, running away from home, or disobeying parents that are only considered problematic because of the offender's age. Skipping classes without a valid excuse, as indicated by the highest mean score among truancy-related behaviors, signal the possibility of parental neglect, reflecting limited supervision,

weak parent-child communication, or lack of parental engagement in the child's academic life.

Substance Abuse

Table 15 presents the descriptive statistics for items measuring substance abuse among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 16 Descriptive Analysis of Substance Abuse Items

Substance abuse items	Mean	Std. Deviation
Have you bought alcoholic drinks	1.53	1.047
Have you drunk alcoholic beverages in public places (e.g. in nightclubs)?	1.45	1.051
Have you ever smoked hashish ("ganja") or marijuana ("weed")?	1.36	.933
Have you ever used hard drugs (e.g., ecstasy, cocaine, or heroin)?	1.29	.848
Have you sold drugs to other people	1.29	.853
Substance abuse composite score	1.38	.946

The item "Have you bought alcoholic drinks" recorded the highest mean ($M = 1.53$, $SD = 1.05$), followed closely by "Have you drunk alcoholic beverages in public places (e.g., in nightclubs)" ($M = 1.45$, $SD = 1.05$). The items "Have you ever smoked hashish ('ganja') or marijuana ('weed')?" ($M = 1.36$, $SD = 0.93$), "Have you ever used hard drugs (e.g., ecstasy, cocaine, or heroin)?" ($M = 1.29$, $SD = 0.85$), and "Have you sold drugs to other people" ($M = 1.29$, $SD = 0.85$) recorded the lowest means, indicating minimal involvement in these more severe forms of substance abuse. The overall composite score was low ($M = 1.38$, $SD = 0.95$), suggesting that substance

abuse is not a prevalent issue among the surveyed teens. However, this is in contrast to qualitative interviews with parents whereby a prominent theme that emerged was the widespread concern about substance abuse among teenagers in the study area. Multiple respondents highlighted behaviors such as smoking, drug use, and substance addiction as matters of concern, as reflected in the following verbatim expressions:

“Secretly abuse of drugs. Here in Kawangware abuse of substances is too much” (Respondent #3).

“Stealing, smoking substance” (Respondent #9).

“Fighting, abusing drugs and violent acts” (Respondent #10)

“Taking substance, cheating and smoking” (Respondent #R11)

The contrast between the quantitative and qualitative findings reveals a disparity in perceived versus reported teenage substance abuse. This discrepancy may indicate underreporting by teens in the survey potentially due to social desirability bias or fear of disclosure, while parents, observing behavior over time and within the community, offer a more candid and broader perspective on the prevalence of substance abuse. The discrepancy aligns with Onsando et al. (2021b), who highlight the influence of parenting on adolescent behavior, suggesting that gaps in parenting styles could contribute to hidden or underreported delinquent behavior like substance abuse. Similarly, Gicharu et al. (2023) link substance use to broader patterns of delinquency, emphasizing the importance of early intervention, which supports the parents’ concerns in this study. The finding underscores the point expressed by Ghazani et al. (2023) whose study, while focused on the effects of parental substance abuse on teens and not directly on teen substance abuse itself, their findings on the

benefits of family empowerment reinforce the importance of parental roles and could help bridge the perceptual gap between teens and parents observed in this study

Violent Behavior

Table 16 presents the descriptive statistics for items assessing violent behavior among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya. Responses were measured on a 5-point Likert scale, with higher scores indicating greater agreement with engaging in violent actions.

Table 17 Descriptive Analysis of Violent Behavior Items

Violent behavior items	Mean	Std. Deviation
Have you hit someone	3.22	1.413
Have you ever been involved in group fights	2.72	1.470
Have you ever made threatening or insulting phone calls to someone	1.76	1.394
Have you carried or used a weapon (e.g., knife, gun)	1.42	1.107
Violent behavior composite score	2.28	1.346

The item “Have you hit someone” had the highest mean ($M = 3.22$, $SD = 1.41$), suggesting a relatively high prevalence of physical aggression among respondents. This was followed by “Have you ever been involved in group fights” ($M = 2.72$, $SD = 1.47$), which also indicates a moderate level of involvement in collective violence. In contrast, the items “Have you ever made threatening or insulting phone calls to someone” ($M = 1.76$, $SD = 1.39$) and “Have you carried or used a weapon (e.g., knife, gun)” ($M = 1.42$, $SD = 1.11$) recorded lower means, reflecting limited engagement in more severe or premeditated forms of violence. The overall composite score for violent behavior was moderate ($M = 2.28$, $SD = 1.35$), implying that while physical aggression

and group fights are relatively more common, extreme violent behaviors are rare. These statistics were corroborated by interview data in which the theme of violence and aggressive behavior was salient. Respondents described frequent instances of fighting, physical confrontations, and even violence directed toward family members. These forms of delinquency suggest underlying emotional distress, unresolved conflict, and lack of discipline. The following are verbatim excerpts:

“Violence, even hitting father and mother” (Respondent #3)

“Cheating, fighting and fornication” (Respondent #8)

“Fighting abusing drugs and violent acts” (Respondent #10)

“Fighting one another in the name of jokes” (Respondent #13)

The foregoing findings align with Sharmin (2021), who found a notable percentage of teens involved in violent crimes, including assault and murder, particularly in contexts lacking parental mentorship. The aggressive tendencies identified among respondents in the present study may be due to underlying family issues that they are acting out. This agrees with Duah (2023), who found a strong link between delinquent behavior and dysfunctional family structures, indicating that instability at home can significantly impact adolescent behavior.

Rebellion

Table 17 presents the descriptive statistics for items assessing rebellious behavior among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya. The items were rated on a 5-point Likert scale, with higher scores indicating greater involvement in acts of rebellion.

Table 18 Descriptive Analysis of Rebellious Behavior Items

Rebellion items	Mean	Std. Deviation
Have you intentionally damaged school property (e.g., chair, door)	2.43	1.440

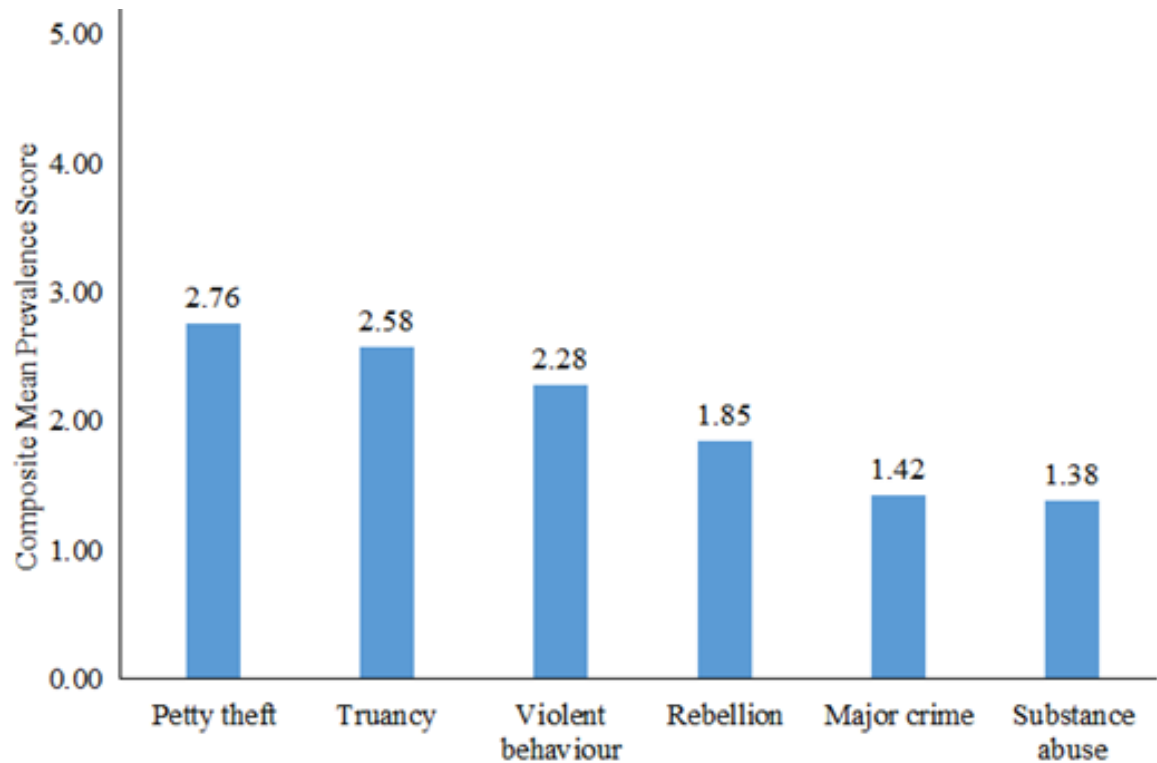
Have you intentionally damaged public property	1.59	1.072
Have you intentionally damaged other people's things	1.61	1.084
Have you painted a graffiti in public places	1.77	1.181
Mean and standard deviation of rebellion items	1.85	1.194

The data reveal that the most frequently reported act of rebellion was intentionally damaging school property ($M = 2.43$, $SD = 1.44$), which may point to underlying frustrations or defiance toward institutional authority. Other forms of rebellion, such as painting graffiti in public places ($M = 1.77$, $SD = 1.18$), damaging other people's belongings ($M = 1.61$, $SD = 1.08$), and destroying public property ($M = 1.59$, $SD = 1.07$), were reported less frequently, indicating that overt public displays of rebellion are relatively uncommon. The overall mean score for rebellious behavior was low ($M = 1.85$, $SD = 1.19$), suggesting that while instances of rebellious acts do occur, they are not widespread among the teens surveyed. The findings align with Chauke and Malatji's (2021) observation that rebellion often serves as an outlet for teenagers grappling with parental neglect, societal abandonment, and dysfunctional family dynamics.

Summary of Teenage Delinquency Prevalence

Figure 2 ranks the composite mean prevalence scores of various forms of teenage delinquency, providing insights into their relative occurrence.

Figure 2 Summary of Prevalence of Teenage Delinquency



Among the behaviors assessed, petty theft emerged as the most prevalent ($M = 2.76$), followed by truancy ($M = 2.58$) and violent behavior ($M = 2.28$), indicating that these forms of misconduct are more commonly reported among teenagers. In contrast, rebellion ($M = 1.85$), major crime ($M = 1.42$), and substance abuse ($M = 1.38$) were reported with lower prevalence. These findings suggest that while minor and observable delinquent acts such as stealing and school absenteeism are relatively frequent, more serious or less visible behaviors like substance abuse and major crime are less common. This finding agrees with Aazami (2023) who reported that the most prevalent crimes leading to teenage incarceration in South Korea include theft, assault, vandalism, drug abuse violations, and violence. This suggests that for the majority of adolescents, the nature of delinquent behavior is universal.

Relationship between Parental Mentorship and Teenage Delinquency

The second objective of the study was to investigate the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. The section that follows begins with descriptive analysis of parental mentorship, followed by inferential analysis of the relationship between parental mentorship and teenage delinquency.

Educational Support

Table 18 presents descriptive statistics for items measuring educational support as a dimension of parental mentorship among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya. The responses were rated on a 5-point Likert scale.

Table 19 Descriptive Analysis of Educational Support Items

Educational support items	Mean	Std. Deviation
My parents take personal interest in my education	4.30	.990
My parents help me coordinate my academic goals	4.20	.898
My parents have devoted special time and consideration for my education	4.18	.975
Educational support composite score	4.23	.954

The findings indicate a high level of perceived educational support from parents. The statement “My parents take personal interest in my education” had the highest mean ($M = 4.30$, $SD = 0.99$), followed closely by “My parents help me coordinate my academic goals” ($M = 4.20$, $SD = 0.90$) and “My parents have devoted

special time and consideration for my education” ($M = 4.18$, $SD = 0.98$). The composite score for educational support was also high ($M = 4.23$, $SD = 0.95$), suggesting that most respondents experience strong academic encouragement and involvement from their parents. These findings reflect a generally positive parental engagement in the educational lives of the teenagers, which may act as a protective factor against delinquent behaviors.

Psychosocial Support

Table 19 presents descriptive statistics for psychosocial support, a key component of parental mentorship, among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 20 Descriptive Analysis of Psychosocial Support Items

Psychosocial Support Items	Mean	Std. Deviation
I exchange confidence with my parents	3.96	.986
I consider my parents to be a friend	3.91	.977
I share personal problems with my parents	3.73	.982
Psychosocial support items	3.87	.981

The highest-rated item was “I exchange confidence with my parents” ($M = 3.96$, $SD = 0.99$), indicating that many teens feel comfortable confiding in their parents. This was followed by “I consider my parents to be a friend” ($M = 3.91$, $SD = 0.98$) and “I share personal problems with my parents” ($M = 3.73$, $SD = 0.98$). The composite mean for psychosocial support was moderately high ($M = 3.87$, $SD = 0.98$), suggesting that a significant number of teenagers experience open communication and emotional closeness with their parents. Such psychosocial connections are critical in adolescent

development and may serve as a buffer against delinquent behavior. The results reflect a high level of parental involvement, which aligns with Tran (2021), who found that emotional and educational support from parents helps adolescents make informed moral decisions and avoid misconduct.

Role-modelling

Table 20 summarizes the descriptive statistics for role-modelling as a dimension of parental mentorship among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 21 Descriptive Analysis of Role-modelling Items

Role-modelling items	Mean	Std. Deviation
I try to model my behavior after my parents	4.06	.827
I respect my parents	4.17	.963
I admire my parents' ability to motivate others	4.01	.750
Role-modelling composite score	4.08	.847

The findings indicate strong parental influence through modeling behavior. The statement "I respect my parents to be a friends" ($M = 4.17$, $SD = 0.96$) received the highest mean score, reflecting the teenagers' perception of their parents as approachable and admirable figures. This was closely followed by "I try to model my behavior after my parents" ($M = 4.06$, $SD = 0.83$) and "I admire my parents' ability to motivate others" ($M = 4.01$, $SD = 0.75$). The overall composite score for role-

modelling was high ($M = 4.08$, $SD = 0.85$), suggesting that most respondents view their parents as influential and respectable role models. These findings imply that positive parental role-modelling plays a significant role in shaping adolescent behavior, values, and attitudes – potentially deterring engagement in delinquent activities. This was further supported by qualitative interviews that highlighted the theme of value-based and practical mentorship as encouraging positive choices. Many respondents described offering mentorship grounded in life values such as hard work, resilience, and moral integrity. This mentorship includes encouraging entrepreneurship, sharing biblical teachings, and guiding children to make wise choices amidst life's challenges. The following were verbatim responses:

“Would mentor them in a friendly way and show that hard work pays and stop to have bad friends.”
(Respondent #2).

“The right path, to start small business as showing them Roman was not build in one day” (Respondent #5).

“Apply bible teachings which help change like attitude that was with Joseph” (Respondent #10)

“Advice to love and respect God” (Respondent #13).

The high composite score for role-modelling ($M = 4.08$) and qualitative responses emphasizing value-based mentorship align with Xu et al. (2023), who found that supportive, emotionally available parenting fosters moral development and reduces delinquency. Similarly, the qualitative results agree with Zuhrika and Daharnis (2024) who confirmed that ethical parental conduct strongly predicts positive behavior

The results in table 21 show that parental mentorship significantly explained approximately 19.8% of the variance in teenage delinquency ($R^2 = .198$, $p < .05$). The regression coefficient for parental mentorship was negative and significant ($B = -0.341$, $p < .05$), suggesting that higher levels of parental mentorship are associated with lower levels of teenage delinquency. The findings align with Hill et al. (2021) and Christensen et al. (2021), who emphasize the foundational influence of parental guidance on a child's development. The results also resonate with Jeynes (2017) and Srinivasan (2024), who describe mentorship as a trust-based, developmental relationship that shapes values and behavior. The finding agrees with the Social Learning Theory, reinforcing that adolescents tend to model the pro-social behaviors of their parents, as supported by Butler (2021) and Jean (2020).

Extent to Which Psychosocial Support Mediates the Relationship between Parental Mentorship and Teenage Delinquency

The third objective was to assess the extent to which psychosocial support mediates the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. This section presents and interprets the output of mediation test. It begins by presenting a descriptive analysis of psychosocial support.

Descriptive Analysis of Psychosocial Support

Table 22 presents a descriptive summary of the psychosocial support composite index among teenagers in selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya.

Table 23 Descriptive Summary of Psychosocial Support Composite Index

	Statistic	Std. Error
Mean	4.2240	.05474

Psychosocial Support	95% Confidence	Lower Bound	4.1156	
	Interval for Mean	Upper Bound	4.3325	
	5% Trimmed Mean		4.2256	
	Median		4.1875	
	Variance		.333	
	Std. Deviation		.57676	
	Minimum		2.44	
	Maximum		5.69	
	Range		3.25	
	Interquartile Range		.75	
	Skewness		-.036	.229
	Kurtosis		.695	.455

The mean score was relatively high ($M = 4.22$, $SE = 0.055$). The standard deviation was 0.58, and the scores ranged from 2.44 to 5.69, suggesting moderate variability in respondents' perceptions of psychosocial support. The findings reveal that the majority of respondents reported positive psychosocial experiences. This was corroborated by the theme of presence of parental mentorship as an enhancer of positive psychosocial development. Many respondents emphasized that active parental mentorship contributes to better character development, emotional regulation, and social awareness among teenagers. Parents who are present and engaged help teens build self-worth, respect for others, and resilience against negative influences. This was evident in the following verbatim extracts.

“Change their character, good behavior and let community god norms” (Respondent #6).

“Make proper teens that is respectable in the family and the community/country” (Respondent #7).

“It makes child notice how to relate with life as they grow”

(Respondent #8).

“Parental mentorship helps mostly to give teens enhancement of self-being” (Respondent R10).

The findings indicate that most respondents experienced enhanced emotional regulation, social awareness, and self-worth due to active parental involvement—aligning with Cheng et al. (2023) and Al-Rousan et al. (2023), who emphasize the interplay between internal psychological states and external social influences. The findings further support McKenna et al. (2021) in showing that strong family dynamics and supportive parental relationships can foster resilience and healthy psychosocial functioning, countering the negative effects of broader societal stressors noted by Ng et al. (2019) and Thomas et al. (2020). Thus, the study reinforces the literature’s position that positive familial mentorship acts as a protective psychosocial factor in adolescent development.

Another salient theme consistent with the psychosocial support was positive parental relationships as a foster self-esteem and healthy social interaction. Many respondents affirmed that a nurturing relationship – marked by love, support, and open communication – promotes healthy self-esteem, personal growth, and social competence among teenagers. Such relationships equip teens with a sense of identity, confidence, and moral grounding, enabling them to form respectful, trusting bonds with others. This was implied in the following verbatim expressions.

“If there is no love or intimacy it affect the child” (Respondent #2).

“We say parents show love, encouragement to a child either in education growth. The outlook affect the others” (Respondent # 3).

“Yes it led to good attitude in life” (Respondent #8)

“It improves to high standard of relationship and changes the attitude” (Respondent #10).

Respondents’ emphasis on love, support, and encouragement as foundational elements of healthy parent-child bonds aligns with Avedissian and Alayan (2021) and Hoffner and Bond (2022), who highlight that nurturing parental connections shape adolescents’ ability to form trusting and constructive relationships. This corresponds with Suarez and Iles (2023), who argue that the quality of parent-teen interactions influences teens’ future social navigation. Furthermore, the reported improvements in attitude and relational standards resonate with Butler et al. (2022) and Davis and McQuillin (2022), who stress the importance of mentorship and community support in reinforcing positive values and emotional well-being.

A third theme related to psychosocial support was supportive relationships as guide for life direction and emotional wellbeing. Some responses emphasized that close parental involvement helps teenagers understand life choices, face challenges constructively, and model positive behaviors. Parental affirmation, encouragement, and value-based mentorship reinforce a teen’s ability to make wise decisions and interact positively with peers. This insight shows how the psychosocial support of mentorship bridges the link between parenting and behavioral outcomes, ultimately reducing the chances of delinquency by fostering maturity and discernment. This was implied in the following verbatim excerpts:

“They relate well and become good teens to model others”

(Respondent #6)

“They will relate well after they understand the way to take in life” (Respondent #7).

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	1.403	.621		2.259	.037
	Parental Mentorship	.667	.148	.728	4.500	.000

a. Dependent Variable: Psychosocial support

Table 24 shows that parental mentorship accounted for approximately 52.9% of the variance in psychological influence ($R^2 = .529$, $p < .05$). The regression coefficient for parental mentorship was significant and positive ($B = 0.667$, $p < .01$), suggesting that higher levels of parental mentorship are associated with favourable psychosocial support. The finding supports attachment theory by indicating that strong, secure parental relationships potentially accruing from the bond formed through mentorship promotes adolescent mental health. The finding was buttressed by qualitative interviews with which revealed active parental engagement as an enhancer of positive behavior as a prominent theme. Respondents expressed that consistent communication, supervision, and emotional support from parents positively influence teenagers' behavior. Respondents who reported being actively involved in their children's lives observed improved relationships, emotional stability, and reduced delinquent tendencies. This was reflected in the following verbatim responses:

“It will have a great impact on behavior, relationships and nice factors...spend more time and should be able to see changes” (Respondent #1).

“I communicate with them and even I give them emotional support” (Respondent #2).

“See what he is doing, teach him most, support him” (Respondent #R3).

“Communication – listen to one another. Checking what they are doing emotionally supports them in doing”
(Respondent #R5).

The significant positive regression coefficient and the qualitative evidence of active parental engagement supporting improved adolescent behavior corroborate Vieira’s (2024) emphasis on intentional efforts such as mentorship and education fostering personal growth. The respondents’ reflections on communication, supervision, and emotional support as protective factors mirror findings by Saleh et al. (2020) that quality parent-child relationships reduce antisocial behavior and delinquency. This reinforces the notion that parental involvement nurtures adolescents’ self-worth, emotional stability, and decision-making capacities, which are critical for preventing delinquent behavior.

Finally, mediation test was performed by regressing teenage delinquency on both parental mentorship and psychosocial support. Table 25 presents the output.

Table 25 Regression of Teenage Delinquency on Parental Mentorship and Psychosocial support

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.492 ^a	.242	.153	.56104		
a. Predictors: (Constant), Psychosocial support, Parental Mentorship						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.708	2	.854	2.714	.095 ^b
	Residual	5.351	113	.315		
	Total	7.059	115			
a. Dependent Variable: Teenage Delinquency						
b. Predictors: (Constant), Psychological Influence, Parental Mentorship						
Coefficients ^a						
		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.

1	(Constant)	3.316	.766		4.328	.000
	Parental Mentorship	-.171	.235	-.223	-.725	.478
	Psychological Influence	-.255	.257	-.305	-.991	.335

a. Dependent Variable: Teenage Delinquency

The results in Table 24 reveal that psychosocial support does not significantly mediate the relationship between parental mentorship and teenage delinquency ($p < .05$). This contradicts Handayani and Nurdin (2021), suggesting that the pathway from parental mentorship to lower teenage delinquency is complex. This finding was implied in qualitative responses which revealed the theme of environmental influence and peer pressure playing a key role in adolescent delinquency. Several respondents noted that while some teenagers within the church may not be directly involved, they are still exposed through association with outsiders or peers. This theme underscores the powerful role of social environments in shaping teenage behavior. For example, teens may adopt risky habits not necessarily from within their families or church, but from the larger community context. This reinforces the need for parental mentorship that extends beyond the home and into the teens' social spheres, especially in peer group management and value reinforcement. The following were the verbatim expressions:

“Peer pressure, drugs and drug abuse and stealing”

(Respondent #3).

“Due to peer pressure and bad environmental kind of bringing up” (Respondent #12)

“Peer pressure, idleness” (Respondent #13).

The foregoing findings are consistent with the core tenets of Social Learning Theory by Kempf (2023) that assert that behavior is shaped through interaction with

others in one's social environment. This is further supported by the integration of Social Learning and Social Control Theories which, according to Sisca and Alhakim, (2022) emphasizes the dual role of social influence and weakened social bonds, such as reduced parental mentorship and lack of structured involvement – as contributing factors to delinquency.

Psychosocial Interventions to Teenage Delinquency

The fourth objective of the study was to establish the possible psychosocial interventions to teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. Thematic analysis of interview data yielded three complimentary themes: Youth empowerment and practical engagement programs, value-based guidance, and strengthening family relationships.

Theme #1: Youth Empowerment and Practical Engagement Programs

A dominant theme across responses was the need for structured youth empowerment programs. These include vocational training (tailoring, cooking, driving), spiritual formation (Bible classes, youth camps), creative arts (music), and educational support. These interventions offer teens a sense of purpose, identity, and community – addressing underlying psychosocial issues such as low self-worth, idleness, and susceptibility to peer pressure. The church is positioned not only as a spiritual center but as a safe haven for holistic development, which aligns closely with the study objective ‘to establish relevant psychosocial interventions in Presbyterian churches’. This was explicit in the following verbatim responses:

“Empower them... taking them for Bible classes. Youth programs like computer, cooking or driving class”

(Respondent # R2).

“More engaging parents also in seminar... learn more on instrument playing e.g. piano, guitars and organize youth camps” (Respondent # R3).

“Keeping him busy, encouraging him to do something worthwhile like reading and helping even in the community” (Respondent #5).

“Yes, we have a support group to help victims and we are looking for counselling ways” (Respondent # 11).

The emphasis on structured youth empowerment programs aligns with the emphasis on mentoring advanced by DuBois (2022), and parental modeling as advocated by Bjørnebekk et al. (2021), are effective tools in shaping positive youth behavior. These church-based interventions offer adolescents meaningful engagement and positive role models, which address underlying psychosocial vulnerabilities like low self-worth and susceptibility to peer pressure.

Theme #2: Psychosocial Awareness and Value-Based Guidance

Many respondents highlighted raising awareness of vices and instilling moral values as crucial psychosocial interventions. Helping teenagers understand the consequences of delinquent behavior, encouraging emotional resilience, and guiding them in the right decision-making can help reduce teenage vulnerability to deviant behavior. This implies that informed teens are better equipped to confront challenges and make constructive life choices – indicating a vital link between psychosocial education and behavioral reform in church-led interventions. The theme of value-based guidance as a means of preparing children for the uncertainties and moral decisions they will face in life was reflected in the voices of several parents who mentioned

offering advice on how to handle challenges, choose between right and wrong, and understand the consequences of their actions. The following are verbatim expressions:

“Let them have knowledge about vices and how to deal with it and possibly prevent, by creating awareness about the vices and acts for good person” (Respondent #6).

“As the child grows, try to give advice on how to face problems when they come in life because they will come. Having knowledge help to act in good ways towards other people.” (Respondent # R7).

“As we nurse children, keep telling about his/her growth, changes that happens in life whether good or bad” (Respondent #8).

“Giving awareness on how to come out of their vices when it occurs in life” (Respondent #10).

“As they grow, there are bad and good things happening in life and it's good to choose what is good because all have consequences in life” (Respondent # 11).

The emphasis by respondents on raising awareness of vices, instilling moral values, and guiding teens in decision-making reflects the core principle of behavior modeling central to the Social Learning Theory. These insights resonate with DuBois (2022) whose study affirmed the efficacy of psychosocial interventions and mentorship in shaping youth behavior. The finding is consistent with DuBois (2022) and Bjørnebekk et al. (2021) who highlight the role of mentorship and parental involvement in reducing delinquent behavior, aligning with respondents' emphasis on awareness, value transmission, and behavioral guidance. The respondents' narratives

underscore how informed guidance and modeled behavior equip teens to navigate moral challenges.

Theme 3: Strengthening Family Relationships

Respondents emphasized that building close, trusting relationships between parents and teenagers is key to addressing delinquency. Emotional availability, open communication, and modeling good behavior were seen as protective factors against negative influences. Respondents suggested that churches could support this by organizing parenting seminars, counseling sessions, and family-building initiatives. This is expressed in the following verbatim responses:

“If we can be friends, open hearts to one another and guide them in a friendly way” (Respondent #2).

“To be very close, we should be friends... help them to move out of doing bad things especially in the society” (Respondent #R3).

“Monitor them, enhance psychosocial well-being” (Respondent #4).

“Educate parents more, support either with more seminars and finances” (Respondent #5).

Respondents emphasized emotional availability, open communication, and modeling good behavior by parents – elements that are in line with Olsson et al. (2021) who affirm that mentoring relationships positively influence teenage behavior. It also agrees with Bjornebekk et al. (2021) who highlight the value of parental mentorship, affirmation, and conflict resolution in curbing delinquency. It aligns with the perspectives of Singh and Azman (2020) who underscore the role of training parents and community engagement in behavioral modeling.

Chapter Summary

This chapter has presented and discussed the results of the study. The chapter comprised both descriptive summaries and inferential analysis to bring out the relationship between the study's variables. The results have been corroborated by thematic analysis of qualitative data. In the next chapter, the key findings are summarized and implications discussed.

CHAPTER FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Introduction

This study sought to investigate the relationship between parental mentorship and teenage delinquency in Kawangware, Dagoretti Sub-County, Nairobi City County and assess the mediating effect of the psychosocial support of this relationship. In this chapter, the key findings of the study are first summarized. The implications of the findings are then discussed in light of theory. Subsequently, conclusions are drawn in keeping with the research questions of the study. Lastly, the study makes recommendations and proposes areas for further research.

Summary of Findings

The first objective of the study was to examine the prevalence of teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. Petty theft emerged as the most prevalent delinquent behavior ($M = 2.76$), followed by truancy ($M = 2.58$) and violent behavior ($M = 2.28$), indicating that these forms of misconduct are more commonly reported among teenagers. In contrast, rebellion ($M = 1.85$), major crime ($M = 1.42$), and substance abuse ($M = 1.38$) were reported with lower prevalence. These findings suggest that while minor and observable delinquent acts such as stealing and school absenteeism are relatively frequent, more serious or less visible behaviors like substance abuse and major crime are less common. This was in contrast to qualitative interviews with parents whereby a prominent theme that emerged was the widespread concern about substance abuse among teenagers in the study area. Respondents described frequent instances of fighting, physical confrontations, and even violence directed toward family members. The contrast between the quantitative and qualitative

findings reveals a disparity in perceived versus reported teenage substance abuse. This discrepancy may indicate underreporting by teens in the survey potentially due social desirability bias or fear of disclosure

The second objective of the study sought to investigate the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. Educational support received the highest composite mean ($M = 4.23$, $SD = 0.95$), indicating strong academic encouragement and involvement from parents. Role-modelling followed closely ($M = 4.08$, $SD = 0.85$), with most respondents viewing their parents as influential and respectable role models. Psychosocial support ranked lowest but remained moderately high ($M = 3.87$, $SD = 0.98$), reflecting open communication and emotional closeness with parents. Parental mentorship significantly explained approximately 19.8% of the variance in teenage delinquency ($R^2 = .198$, $p < .05$). The regression coefficient for parental mentorship was negative and significant ($B = -0.341$, $p < .05$), suggesting that higher levels of parental mentorship are associated with lower levels of teenage delinquency. Qualitative interviews highlighted the theme of value-based and practical mentorship as encouraging positive choices. Many respondents described offering mentorship grounded in life values such as hard work, resilience, and moral integrity.

The third objective of the study was to assess the mediating effect of psychosocial support on the relationship between parental mentorship and teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. Descriptive analysis revealed that the mean psychosocial support composite score was relatively high ($M = 4.22$, $SD = .57676$). Parental mentorship accounted for approximately 52.9% of the variance in

psychosocial support ($R^2 = .529$, $p < .05$). The regression coefficient for parental mentorship was significant and positive ($B = 0.667$, $p < .01$), suggesting that higher levels of parental mentorship are associated with favourable psychosocial support. This was corroborated by the theme of ‘presence of parental mentorship’ as an enhancer of positive psychosocial development. Many respondents emphasized that active parental mentorship contributes to better character development, emotional regulation, and social awareness among teenagers. Another salient theme consistent with the psychosocial support was positive parental relationships as a foster self-esteem and healthy social interaction. A third theme related to psychosocial support was supportive relationships as guide for life direction and emotional wellbeing. However, psychosocial support does not significantly mediate the relationship between parental mentorship and teenage delinquency ($p > .05$). This finding was implied in qualitative responses which revealed the theme of environmental influence and peer pressure playing a key role in teenage delinquency. Several respondents noted that while some teenagers within the church may not be directly involved, they are still exposed through association with outsiders or peers.

The fourth objective of the study was to establish the possible psychosocial interventions to teenage delinquency in selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya. Respondents believed that many respondents highlighted raising awareness of vices and instilling moral values as crucial psychosocial interventions. Helping teenagers understand the consequences of delinquent behavior, encouraging emotional resilience, and guiding them in right decision-making can help reduce teenage vulnerability to deviant behavior. Respondents further emphasized that building close, trusting relationships between parents and teenagers is key to addressing delinquency.

Implications

The study's findings provide critical insights into the application of the Social Control Theory and Ryff's Theory of Psychological Well-Being in understanding teenage delinquency within church communities. The prominence of petty theft, truancy, and violent behavior underscores how weak social bonds such as limited parental attachment and inconsistent moral supervision can contribute to deviant behavior. These deficiencies suggest that adolescents may engage in delinquency as a coping mechanism for unresolved psychosocial challenges, thus reinforcing the theoretical linkage between parental care, social attachment, and psychological development.

The conceptual framework used in this study identified parental mentorship as a critical protective factor against teenage delinquency, operationalized through emotional support, positive role modeling, open communication, and moral guidance. The findings affirm the conceptual framework by demonstrating that when parents actively engage in mentoring, teenagers are more likely to display non-delinquent behaviors. This aligns with Ryff's Theory of Psychological Well-Being dimensions, particularly positive relations with others and self-acceptance, as parental involvement fosters character development (Van Dierendonck & Lam, 2023). However, the study also reveals that while parental mentorship enhances psychosocial development, environmental factors such as peer influence may override these gains. This complexity emphasizes the need for accounting not only for internal psychosocial factors but also external risk and protective factors.

The primary contribution of this study lies in highlighting the nuanced disparity between disclosed behavior and parental perception, such as underreported substance abuse. The research underscores the importance of mixed-method approaches in

capturing the full scope of adolescent behavior. Additionally, the study advances existing literature by demonstrating that psychosocial support of parental mentorship is a necessary but not sufficient solution for adolescent delinquency. Rather, holistic interventions like structured youth programs, spiritual formation, and value-based education are necessary to complement mentorship efforts.

Conclusions

The conclusion drawn from the study's findings was that petty theft, truancy, and violent behavior are the most prevalent forms of teenage delinquency within selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County, Kenya. Parental mentorship lowered teenage delinquency, with higher levels of parental involvement linked to reduced incidences of delinquent behavior. Psycho-educational support and role modeling emerged as the most influential components, with psychosocial support also contributing meaningfully. Qualitative narratives reinforced this relationship, revealing that practical mentorship grounded in moral and life values helps steer teenagers toward positive decision-making. The study thus affirmed that consistent, value-based parental engagement is a vital protective factor against delinquent behavior.

Parental mentorship, however, did not provide an adequate explanation for the reduction in teenage delinquency. This suggests that other external factors, particularly environmental influences and peer pressure, may undermine the protective effects of psychosocial well-being. Qualitative responses confirmed that exposure to delinquent peers, even within church settings, can weaken the benefits of strong parental guidance. This means that addressing teenage delinquency requires strategies that extend beyond the home and incorporate broader community safeguards.

Recommendations

The following recommendations were proposed:

- i. Teenagers should be socialized to take responsibility for their personal growth by actively engaging in mentorship opportunities and empowerment programs available within their churches and communities.
- ii. Families should seek the support of family therapists to navigate peer-related risks while reinforcing family strengths such as communication, emotional bonding, and moral guidance.
- iii. Churches should take initiative to collaborate with professional counsellors to provide to holistic psycho-educational support that nurtures both academic and moral development in teenagers.
- iv. The church needs to prioritize structured youth empowerment programs as a core component of its ministry to teenagers.

Areas for Further Research

This study succeeded in achieving its intended objectives. However, since adolescent delinquency is a concern that spans across all social classes, and in light of the unique social and economic challenges in Kawangware and similar urban informal settlements, future research should turn attention to adolescents hailing within socioeconomically endowed families to confirm or refute the findings of the present study.

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Appendix I: Research Permission Request to PCEA

The Chairman

PCEA

Dear Sir,

RE: Request to Conduct Research

I trust this letter finds you well. My name is Ann Muthoni Gichuki, a student at Pan Africa Christian University pursuing a Master of Arts degree in Marriage and Family Therapy (Reg. No. MMFT/18349/0/20). As part of my academic program, I am conducting a research study titled *"Psychosocial support of Parental Mentorship on Teenage Delinquency in Selected Presbyterian Churches in Kawangware, Dagoretti Sub-County, Nairobi City County."*

The purpose of this study is to investigate how parental mentorship influences teenage behavior, particularly delinquency, with a focus on understanding the psychosocial factors involved. The findings will contribute to the broader understanding of family dynamics and youth development within the community, and I believe they will be beneficial to the church and families in addressing issues facing adolescents today.

I am writing to kindly request permission to carry out this research within your church congregation, particularly with parents and teenagers between the ages of 13 and 19. The study will involve the administration of questionnaires and interviews, with the full consent of both parents and teenagers. Confidentiality and anonymity will be upheld throughout the study, and participation is entirely voluntary.

Attached to this letter is a copy of my research permit from NACOSTI, as well as a letter of introduction from Pan Africa Christian University. I would also be pleased to meet with you to discuss the study in more detail and answer any questions you may have. Your support in facilitating this research will be highly appreciated.

Thank you for considering my request. I look forward to your positive response and the opportunity to collaborate with your church in this important research.

Yours faithfully,

Ann Muthoni Gichuki

Attachments:

1. NACOSTI Research Permit
2. PAC University Research Authorization and Introduction Letter

Appendix II: Informed Consent Form for Teenage Respondents

Introduction

You are invited to take part in a research that seeks to understand how parental mentorship influences teenage behavior. Before you make a decision, it is important to understand why the study is being conducted and what it will involve. This study aims to understand how parental guidance affects teenagers' decisions and behaviors. Your participation will help in finding ways to support young people like you in making good choices. You will answer some questions about your experiences with your parents/guardians and your daily life. This will take about 30 minutes of your time.

Voluntary Participation

Your participation is voluntary. If you do not want to take part, that is okay. Even if you agree now, you can change your mind later and withdraw from the study at any time. This will not affect your relationship with your church or family.

Benefits/Risks

In terms of benefit, the information from this study may help improve programs for teenagers in churches and the community. There are no major risks in this study. Some questions may make you think about your experiences, but you can skip any question that would make you feel uncomfortable.

Confidentiality

Your answers will be confidential. Your name or identity will not be written in the report, and only the researcher will have access to the information you provide. If you have any questions, you can ask the researcher now or later (via 0720292881). You can also talk to your parent, guardian, or a church leader about this study.

Statement of Informed Consent

If you agree to take part in this study, please sign below:

Signature: _____

Date:

Respondent

Signature: _____
2025

Date: March 14th

Ann Muthoni (Researcher)

Appendix III: Parental/Guardian Consent Form

Introduction

You are requested to allow your teenager to participate in a research titled “*The Mediating Role of Psychosocial support on Parental Mentorship and Teenage Delinquency in Selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.*” Before making a decision, please take time to read this form and ask any questions you may have. The purpose of the study is to investigate the relationship between parental mentorship and teenage delinquency in Kawangware, Dagoretti Sub-County and assess the mediating effect of the psychosocial support of this relationship. The findings will help in developing better support systems for teenagers and families. Your teenager will complete a questionnaire about their experiences with parental mentorship and their daily life. The session will take approximately 30 minutes.

Voluntary Participation

Participation is voluntary. If you or your child decide not to take part, there will be no negative consequences. Even after agreeing, your child can withdraw from the study at any time without any penalty.

Benefits and Risks

This research may provide valuable insights that can enhance mentorship programs for teenagers in churches and communities. There are minimal risks involved. Some questions may prompt your child to reflect on personal experiences, but they are free to skip any question they find uncomfortable. If your child experiences any distress, they will be encouraged to speak with a trusted adult or church leader.

Confidentiality

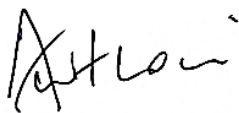
All responses will be kept confidential and used for research purposes only. Your child’s name or identity will not be included in the report. The data will be securely stored and only accessible to the researcher. If you have any questions or concerns, feel free to contact the researcher on 0720292881 or write an email to anne.gichuki@students.pacuniversity.ac.ke

Consent Statement

I have read and understood the details of this study. I have had a chance to ask questions concerning the study, which have been answered to my satisfaction. I voluntarily agree for my teenager to participate.

Signature: _____ Date: _____

Parent/Guardian

Signature:  _____ Date: March 14th 2025

Ann Muthoni (Researcher)

Appendix IV: Questionnaire for Teenagers

This questionnaire seeks to examine the psychosocial effects of parental mentorship on teenage delinquency, focusing specifically on Kawangware, within Dagoretti Sub-County, Nairobi City County. Your responses will be kept confidential and will solely be used for academic purposes. Your privacy and anonymity will be safeguarded throughout the research process. Therefore, do not write your name anywhere on the questionnaire. I kindly ask you to provide honest and truthful responses. Please indicate your opinions by selecting the most suitable option.

SECTION A: DEMOGRAPHIC SURVEY

1. Please indicate your age?

13 years ☐ 14 years ☐ 15 years ☐ 16 years ☐ 17 years ☐ 18 years ☐

19 years ☐

2. What is your gender?

Male ☐ Female ☐

3. What is your educational level?

Grade 8 ☐ Grade 9 ☐ Form 1 ☐ Form 2 ☐ Form 3 ☐

Form 4 ☐

4. Which of the following family structures best describe your family?

Two-parent family ☐ Single-parent family ☐ Blended
family/Stepfamily ☐

5. What is your parent's marital status?

Married ☐ Single ☐ Widowed ☐ Divorced/Separated ☐

6. Please indicate the type of school you attend?

Public School ☐ Private School ☐

7. Please indicate the category of school you attend?

Day School ☐ Boarding School ☐

SECTION B PARENTAL MENTORSHIP

The Mentoring Functions Questionnaire

Responses:

Strongly Disagree =1, Disagree = 2, Neutral =3, Agree=4, Strongly agree = 5

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
	<i>Education support</i>					
1	My parent (s) takes a personal interest in my education					
2	My parents (s) help me coordinate academic goals					
3	My parents have devoted special time and consideration to my education					
	<i>Psychosocial support</i>					
4	I share personal problems with my parent(s)					
5	I exchange confidence with my parent(s)					
6	I consider my parent(s) to be a friend					
	<i>Role modelling</i>					
7	I try to model my behavior after my parent(s)					
8	I admire my parent's ability to motivate others					
9	I respect my parents' ability to teach others					

SECTION C: PSYCHOSOCIAL SUPPORT

The instrument will be validated using: 1 for Strongly Disagree, 2 for Disagree, 3 for Somewhat Disagree, 4 for Somewhat Agree, 5 for Agree, and 6 for Strongly Agree.

		(1)	(2)	(3)	(4)	(5)	(5)
1	The demands of everyday life often get me down.						
2	In many ways, I feel disappointed about my achievements in life.						
3	I like most aspects of my personality						
4	I have not experienced many warm and trusting relationships with others						
5	I judge myself by what I think is important, not by what others think.						
6	In general, I feel I am in charge of the situation in which I live						
7	I am quite good at managing the responsibilities of my daily life						
8	I tend to be influenced by people with strong opinions						
9	I gave up trying to make big improvements or changes in my life a long time ago						
10	I think it is important to have new experiences that challenge how you think about yourself and the world.						
11	I live life one day at a time and do not really think about the future.						
12	I have confidence in my own opinions, even if they are contrary to the general consensus						
13	For me, life has been a continuous process of learning, changing, and growth						
14	People would describe me as a giving person, willing to share my time with others						
15	I sometimes feel as if I've done all there is to do in life						
16	When I look at the story of my life, I am pleased with how things have turned out						

SECTION D: TEENAGE DELINQUENCY

Everyone, at some point during their teenage years, has engaged in some form of mischief – it is a natural part of growing up. This study is not about judgment but about understanding common experiences among teenagers to find ways to offer better support. Your responses are completely anonymous, and there are no right or wrong answers. Please answer honestly, knowing that your experiences matter and can help others.

The following statements are related to teenage delinquency. Please indicate the extent by which your organization applies the practices using a scale of 1-5 where: 1: Strongly Disagree 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly Agree

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	Have you ever stolen more than Kes 200					
2	Have you ever broken into a house with the intention to steal?					
3	Have you ever stolen less than Kes 200					
4	Have you stolen things from other people (e.g., a mobile phone)					
5	Have you ever stolen things from a store?					
6	Have you ever stolen a car or motorcycle?					
7	Have you ever bought alcoholic drinks?					
8	Have you drunk alcoholic beverages in public places (e.g., in nightclubs)?					
9	Have you ever smoked hashish ("ganja") or marijuana ("weed")?					
10	Have you ever used hard drugs (e.g., ecstasy, cocaine, or heroin)?					
11	Have you ever sold drugs to other people?					
12	Have you ever participated in a robbery using force or a weapon?					
13	Have you ever used force to get things from					

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
	other people (e.g., money)?					
14	Have you ever been involved in a car or motorcycle accident and then fled?					
15	Have you ever carried or used a weapon (e.g., knife, gun)?					
16	Have you ever intentionally damaged school property (e.g., chair, door)?					
17	Have you ever intentionally damaged public property					
18	Have you ever intentionally damaged other people's things					
19	Have you ever intentionally set a fire?					
20	Have you ever painted graffiti in public places?					
21	Have you ever been involved in group fights?					
22	Have you ever hit someone?					
23	Have you been suspended or expelled from school?					
24	Have you ever watched pornographic films?					
25	Have you ever made threatening or insulting phone calls to someone?					
26	Have you ever avoided paying for a bus fare					
27	Have you ever skipped classes without a valid excuse?					
28	Have you ever run away from home?					

Thank you for your time and cooperation

Appendix V: Interview Guide for Parents

Demographic Profile

Respondent # _____

Age: <30 years ☐ 30-39 years ☐ 49-49 years ☐ 50-59 years ☐ 60+ years ☐

Gender: Male ☐ Female ☐

Marital status: Single ☐ Married ☐ Widowed ☐ Separated/Divorced ☐

Interview Questions

Objective #1: To examine the prevalence of teenage delinquency in Kawangware, Dagoretti Sub-County.

1. What types of delinquent behaviors do you observe or hear about among teenagers in PCEA churches in Kawangware?
2. In your experience, how common is teenage involvement in delinquency, such as substance abuse, truancy, or violent behavior, in this area?
3. What factors do you believe contribute most to teenage delinquency in Kawangware?

Objective #2: To investigate the relationship between parental mentorship and teenage delinquency in Kawangware, Dagoretti Sub-County.

4. How would you describe your involvement in your teenager's life (e.g., communication, supervision, emotional support)?
5. What kind of guidance or mentorship do you provide to your child, and how do you think this has impacted their behavior?

Objective #3: To assess the mediating effect of psychosocial support on the relationship between parental mentorship and teenage delinquency in Kawangware, Dagoretti Sub-County.

6. In your view, how does the presence or absence of parental mentorship influence teenage delinquency in this community?
7. How does your relationship with your child affect their self-esteem, personal growth, and relationships with others?
8. Have you noticed any changes in your teenager's emotional or social well-being that you think are linked to your mentorship?

9. In what ways do you believe your mentorship helps your child manage stress or avoid delinquent behavior?

To establish the possible interventions to teenage delinquency in Kawangware, Dagoretti Sub-County

10. What types of support do you think parents need to better mentor their children and prevent delinquent behavior?
11. Are there any church programs or initiatives that you believe help reduce teenage delinquency? If not, what kind of programs would be helpful?
12. What psychosocial interventions (e.g., counseling, support groups) do you believe would be most effective in addressing the root causes of teenage delinquency?

Appendix VI: Statement of Informed Consent

I _____, agree to participate or agree to participation of my child _____ in the research project titled “*Psychosocial support Of Parental Mentorship On Teenage Delinquency In Kawangware of Dagoretti Sub-County In Nairobi City County, Kenya*” conducted by Ann Muthoni Gichuki who has discussed the research project with me.

I have received, read and kept a copy of the information letter/plain language statement. I have had the opportunity to ask questions about this research and I have received satisfactory answers. I understand the general purposes, risks and methods of this research.

I consent to participate in the research project and the following has been explained to me:

- the research may not be of direct benefit to me
- my participation is completely voluntary
- my right to withdraw from the study at any time without any implications to me
- the risks including any possible inconvenience, discomfort or harm as a consequence of my participation in the research project
- the steps that have been taken to minimise any possible risks
- public liability insurance arrangements
- what I am expected and required to do
- whom I should contact for any complaints with the research or the conduct of the research
- I am able to request a copy of the research findings and reports
- security and confidentiality of my personal information.

In addition, I consent to:

- audio-visual recording of any part of or all research activities (if applicable)
- publication of results from this study on the condition that my identify will not be revealed.

Name:

_____(please print)

Signature:

Date:

Appendix VII: Ethical Clearance Certificate

 Pan Africa Christian University	
Thika Road Campus Valley Road Campus P.O. Box 56875-00200 +254 730955000 +254 730955501/2 enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke	
REF: PAC/ISERC/80/03/25	Date: 25/03/2025
TO: ANN GICHUKI	
PAC UNIVERSITY	
Dear Madam, RE: THE MEDIATING ROLE OF PSYCHOSOCIAL INFLUENCE ON PARENTAL MENTORSHIP AND TEENAGE DELINQUENCY IN SELECTED PRESBYTERIAN CHURCHES IN KAWANGWARE IN DAGORETTI SUB-COUNTY, NAIROBI CITY COUNTY, KENYA	
This is to inform you that PAC_ ISERC has reviewed and approved your above research proposal. Your application approval number is PAC/ISERC/80/03/25. The approval period is 25th March 2025 – 25th March 2026.	
This approval is subject to compliance with the following requirements;	
i. Only approved documents including (informed consent and study instruments,) will be used ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by PAC_ ISERC. iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to PAC_ ISERC within 72 hours of notification iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or the welfare of study participants and others or affect the integrity of the research must be reported to PAC_ ISERC within 72 hours v. Clearance for export of biological specimens must be obtained from relevant institutions. vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal. vii. Submission of an executive summary report within 90 days upon completion of the study to PAC_ ISERC.	
Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.	
Yours sincerely,	
Dr. Jane Kinuthia 	
Chair, ISERC	
Where Leaders are Made	

Appendix VIII: PAC University Research Authorization



Pan Africa Christian University

Thika Road Campus Valley Road Campus
P.O. BOX 56875 - 00200 +254 730955000 +254 730955501/2
enquiries@pacuniversity.ac.ke www.pacuniversity.ac.ke

Office of the Registrar Academic Affairs

27th March 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

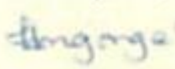
RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR GICHUKI ANNE MUTHONI REG. NO: MMFT/18349/0/20

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Masters of Arts in Marriage and Family Therapy.

She is at the final stage of the programme and she is preparing to collect data to enable her finalize on the thesis. The thesis title is ***"The Mediating Role of Psychosocial Influence on Parental Mentorship and Teenage Delinquency in Selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya"***

We kindly request that you allow her obtain a research permit so as to proceed and collect data to inform her research from Selected Presbyterian Churches in Kawangware in Dagoretti Sub-County, Nairobi City County, Kenya.

Warm Regards,



Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd
P.O Box 56875-00200, Nairobi, Kenya
Email: registrar.aa@pacuniversity.ac.ke

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200
TEL: 0721 932050 4734 400694
NAIROBI, KENYA

Appendix IX: NACOSTI Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 943666

Date of Issue: 08/April/2025

RESEARCH LICENSE



This is to Certify that Ms. Ann M. Muthoni of Pan Africa Christian University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **THE MEDIATING ROLE OF PSYCHOSOCIAL INFLUENCE ON PARENTAL MENTORSHIP AND TEENAGE DELINQUENCY IN SELECTED PRESBYTERIAN CHURCHES IN KAWANGWARI SUB-COUNTY, NAIROBI CITY COUNTY, KENYA** for the period ending : 08/April/2026.

License No: NACOSTI/P/25/418074

Applicant Identification Number: 943666

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions

Appendix X: Map of Study Area

