

Relationship between Self-Awareness and Indulgence in Behavior Problems among Form Two Students in Public Secondary Schools in Kenya

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Abstract

The study investigated the relationship between self-awareness and indulgence in behavior problems among form two students in public secondary schools in Kenya. The study was guided by the Problem Behavior Theory. The Concurrent Triangulation design within the Mixed Methods approach was used. The target population comprised two thousand six hundred (n=2600) form two students, 34 deputy principals and 34 HODs guidance & counseling. The sample size comprised 780 form two students, 10 deputy principals and 10 HODs guidance & counseling. The Emotional Intelligence and problem behaviors Questionnaires were used to collect quantitative data from students while interviews schedules were used to collect qualitative data from deputy principals and 10 HODs guidance & counseling. Validity of the instruments was established by expert judgment by university supervisors. Reliability test was done through split half method. In the previous study, a reliability coefficient value of alpha of 0.792 was reported. Credibility and dependability of qualitative instruments was also ensured. Quantitative data was analyzed using both descriptive and inferential statistics such as Pearson correlation while qualitative data were analyzed using thematic analysis. The quantitative findings were presented in tables and charts while qualitative ones were presented thematically. There was statistically significant, (n=780 $r = .210^{**}$; $p < .0.5$), positive correlation between Self-Awareness and indulgence in behavior among students. It's recommended that the teacher counsellors should initiate periodical students' psychological assessment on their self-awareness to be able to identify students with low level awareness.

Keywords: Self-awareness, Indulgence, Behavior problems, Form two students, Public secondary schools, Kenya

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