RELATIONSHIP BETWEEN PARENTING STYLES AND DYSFUNCTIONAL BEHAVIOURS AMONG PUPILS IN SELECTED PRIMARY SCHOOLS IN MAVOKO SUB-COUNTY, MACHAKOS COUNTY, KENYA

LUCY WANJIKU NDIRANGU

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Declaration

Declaration by the Student

This research thesis is my original work and has not been presented for a degree in any other University or for any other award

Signed:…….. Date:……
Lucy Wanjiku Ndirangu (MMFT/7764/16)

This thesis is submitted for examination with my approval as University Supervisor

Signed: …….. Date: …….
Prof. Margaret K. Mwenje
Karatina University

Signed: ……... Date: …….
Dr. Perminus Githui
Taita Taveta University

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Dedication

I dedicate this work to my parents and siblings and also to my husband; James, and our two sons; Alexander and Nathaniel.

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Abstract

Behaviors among children can be functional or dysfunctional depending on the parenting style. However, the extent to which parenting styles are related to dysfunctional behavior varies.The purpose of this study was to determine the relationship between parenting styles and dysfunctional behaviours among primary school pupils in Mavoko Sub- County, Machakos County, Kenya. Four specific objectives guided the study, namely to; find out the prevalence of various parenting styles, establish the prevalence of dysfunctional behaviours among pupils, determine the relationship between parenting styles and dysfunctional behaviours, and to suggest intervention measures that can be put in place to support pupils in primary schools in Mavoko Sub- County. Problem Behaviour Theory advanced by Jessor and Jessor (1977) was adopted by the study and descriptive survey research design was used. The target population was 38 public schools and 195 private schools in Mavoko Sub County. The strata used was public and private primary schools, the population size was all 233 primary schools in Mavoko Sub County with a total enrollment of 51,309 pupils, of which 25,294 are male and 26,015 are female. The researcher used the Gay (2000) sampling principal which states that in descriptive surveys the sample should comprise at least 10-20% of the population. Consequently, this study adopted the lower limit (10%) which yielded 23 primary schools.From the sampled public primary schools 160 pupils (80 boys and 80 girls) in grade five and six pupils were selected by simple random sampling, while in private primary schools 222 pupils were sampled (111 boys and 111girls). The teacher counselor and the discipline master/mistress in each school was purposively sampled and included in the study. A questionnaire was used to collect data from the pupils, and an interview schedule for the teachers. A pilot study was conducted in two primary schools in the study locale, one private and one public school. The data obtained in the pilot study was used to compute the reliability of the instruments using Cronbach coefficient alpha of which a threshold of
.7 above was taken to indicate the tools were reliable. The validity of the tools was ascertained by expert opinion by professionals in the field under investigation. Quantitative data was analyzed using descriptive and inferential statistics with the aid of SPSS version 29, while qualitative data was analyzed using thematic analysis. The results indicated authoritative parenting style was the most prevalent dysfunctional behaviours that included fighting, theft and lying. A positive weak relationship between parenting style and dysfunctional relationship was established. A negative significant relationship between authoritative and dysfunctional behaviour was reported, while authoritarian, neglectful and permissive parenting styles were positively and significantly related with dysfunctional behavior. Guidance and counselling, parental involvement, pupil motivation, spiritual guidance, open communication between school and parents and parents with children, positive role modelling are some of the interventions that can be put in place to support pupils. The findings could help parents, teachers and pupils in the endeavor to deal with dysfunctional behaviours. The results are presented in chapter four of the thesis.

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Abbreviation and Acronyms

An	Authoritarian
Ave	Authoritative
ERB	Ethical Review Board
PI	Permissive Indulgent
PN	Permissive Neglectful
PS	Parenting Style
NACOSTI	National Commission of Science Technology and Innovation
PAC	Pan Africa Christian University
PBT	Problem Behavior Theory
PBS	Problem Behavior Syndrome
SPSS	Statistical Package for Social Scientists

Operational Definition of Terms

Pupil- in this study, this is a child who goes to school and is in grade 5 or grade 6.

Parenting style- in this study it is an emotional environment in which the parents behaviours are expressed and is thought to be the parent's attitudes toward the child communicated to her or him.

Authoritarian parenting style –Authoritarian style where parents display power (Guttierez, 2018). They do not respond to the child's needs and place high demands on the child (Ahadi et al., 2014). The parent or caregiver deemphasizes dialogue and collaboration, stresses obedience, and uses strong forms of punishment (APA Dictionary of Psychology, (2015). In this study it is where the parents are highly demanding and lowly responsive (Guttierez, 2018).

Authoritative parenting style –Caregiver or parent places certain limitations on behaviour as well as encourages a child's autonomy (APA Dictionary of Psychology). In this study it is where parents are highly demanding and highly responsive (Guttierez, 2018).

Permissive indulgent - Caregiver or parent avoids exercising control, is affirmative and accepting, and makes few demands (APA Dictionary of Psychology, 2015). In this study it is where the parents are lowly demanding and highly responsive (Guttierez, 2018).

Permissive neglectful - Caregiver or parent is more attentive to their needs than those of the child, is unsupportive, and fails to monitor behaviour (APA Dictionary of Psychology, 2015). In this study it is where the parents are lowly demanding and lowly responsive (Guttierez, 2018).

Dysfunctional behaviour – any deficiency, impairment, or disturbance in

behaviour (APA Dictionary of Psychology, 2015).

Chapter One: Introduction and Background to the Study

Introduction

This chapter presents the background to the study, statement of the problem, justification of the study, research objectives that include general objective and specific objectives, research questions, the scope of the study, the significance of the study, limitations and delimitations of the study and a summary of the chapter.

Background to the Study

As parents use different parenting styles, they impact on the future of the children and also profoundly affect their progression of cognition and creativity. According to Diana Baumrind, three types of parenting styles exist, namely: democratic, authoritarian and permissive (Baumrind, 1971 as cited in Ahadi et al., 2014). Based on responsiveness parentally, Martins and Maccoby (1983) classifiy four parental styles: authoritarian, democratic or authoritative, permissive indulgent, and permissive neglectful (Maccoby, Martins 1983 as cited by Njagi & Mwania, 2017).

An emotional environment is created by the parenting style in which the parents' behaviours are expressed and is thought to be the parent's attitudes toward the child communicated to her or him. Based on the parenting style, the child with time exhibits behaviours that are either functional or dysfunctional.

The (Macmillan English Dictionary (2002) defines exhibiting functional behaviours as the ability to operate correctly and help something to work well. Thus, functional behaviour comprises of acts and reactions that operate acceptably in line with the dictates of society. Thus, in this regard dysfunctional behaviour means failure to work normally (Macmillan English Dictionary, 2002). Functional

behaviour means that the spiritual, physical, mental and emotional selves come together to struggle with the dual tasks of life as a healthy whole – finding fulfillment and managing problems.

Dysfunctional behaviour means that some parts of the self are not working well. She or he struggles with life in an impaired, incomplete or ineffective way (psychology somas). Examples of dysfunctional behaviours include aggression, rebelliousness, and hostility toward others. Parenting styles can result in functional or dysfunctional behaviours among children. For example, the permissive neglectful parenting style contributes to dysfunctional behaviours, they are low in both demandingness and responsiveness.

They are uninvolved with the child's activities and offer no warmth or control to the child. Permissive neglectful parents provide no supervision, monitoring or rules and provide very little if any communication to the children. The parents are not involved in any way and leave the child to determine his behaviours (Njagi et al. 2017). Neglectful parenting style is linked to non-cooperative, aggressive, and disruptive behaviours as well as to low levels of academic achievement that manifests suicide ideation and depression because the parents did not guide the children (Church et al. 2015).

The permissive indulgent parent is low in demandingness and high in responsiveness (Guttierez et al., 2018). Permissive indulgent parent provides a lot of warmth to the child with a little control. The parent listens to the demands of the child and does not give rules to be followed and the parent-child communication is child- centered. The child sees a permissive indulgent parent as a resource to be used with no accountability (Njagi et al., 2017). Children of this class have low self-esteem, make immediate decisions, tend to be immature and rebellious, depend on

adults and show less stability in doing their homework (Ahadi et al., 2014). This is dysfunctional as it is not behaviour that operates correctly.

Overprotection and permissive parenting styles lead to victimization. Children whose parents expose them to over control are more anxious, vulnerable, more socially non-assertive, and thus become victimized; these characteristics make the children more hopeless and helpless (Georgiou et al., 2016). Internalizing behaviour (i.e. anxiety, depression, withdrawn behaviour, somatic complaints) and externalizing problem behaviour (delinquency and school misconduct) have been associated with findings of permissive/indulgent parenting (Williams et al., 2009).

Authoritarian-style parents display power (Ahadi et al., 2014). They do not respond to the child's needs and put high demands on them. The creativity and cognition of children is negatively affected by parents who are authoritarian. Children who are repeatedly threatened tend towards low curiosity, isolation, low self-esteem, depression, hostility to others, and much stress (Ahadi et al., 2014). Parents who are authoritarian combine low warmth and high control. The parent limits the child's natural freedom and pressurizes the child. Negative developmental outcomes for example anxiety, aggression, somatic complaints and delinquent behaviours have consistently been associated with a parenting style which is authoritarian (Kuppens et al., 2018).

The psychological growth of children is greatly influenced directly and indirectly by parenting style. Studies on aggression and parenting styles have shown that the way parents interact with their children can have both negative and positive results. Positive behaviour in children is as a result of authoritative parenting, while negative and

aggressive behaviour in children is as a result of authoritarian and permissive

parenting (Fahkr, 2019).

Research done over decades on parenting skills and their relationship to the mental health of children and their psychological well-being shows that when parents use an authoritarian style, it is associated with dysfunctional behaviours, specifically externalizing and internalizing problems. Children raised by authoritarian parents reported repeatedly poor psychological and dysfunctional behaviours such as low self- confidence, anxiety, depression and social anxiety, problem-solving incapability and dependent behaviours, passive behaviours, self –criticism and lack of social skills, low self-esteem, hopelessness, low academic achievement, less interest in school, and finally behavioural problems (Shahimi et al., 2018).

Authoritarian parenting style is high in control and low on warmth. By setting standards, these parents attempt to control, evaluate and shape the attitude and behaviour of children. Obedience is imposed with harsh punishment and is all important. Individuation is not allowed in this style. There is very little communication between the parent and the child. Children brought up using authoritarian parenting style have maladaptive behaviour, are distrustful, discontented, and withdrawn (Roman et al., 2016). According to Mwania et al. (2017), a child of authoritarian parents is likely to become disrespectful and resentful to figures of authority as this style may create fear and anger in them.

Children brought up using authoritarian parenting style tend to develop delinquency, depersonalization, depression and perfectionist self-representation. Characterized by punitive and harsh childbearing practices, the authoritarian parenting style predicts bullying behaviour (Georgiou et al., 2016). Authoritarian parenting style is linked to parental control, punishment and higher family conflict, but may also report inconsistent discipline practices and low monitoring, which is

linked to permissive parenting style as well (Georgiou et al., 2016).

Democratic parenting style, also known as authoritative is warm, responsive, and demanding (Njagi et al., 2017). The authoritative parent listens to the concerns of the child, provides communication by explaining why the rules must be followed as well as giving strict rules and provides understanding to the child. Democratic or authoritative parenting style uses moderate control of the child's activities, high supervision and monitoring (Njagi et al., 2017). Parents place limitation as well as give their children the possibility of autonomy and a warm family environment. These parents explain discipline issues to their children and provide them with guidance, they involve them in discussions and nurture their individuality and independence. Children from these families have a comfortable feeling toward their families and are provided with mental security; they are not worried about obstacles and have more confidence in their creative practices (Ahadi et al., 2014). These children are likely to engage in functional behaviours as opposed to dysfunctional behaviours.

Children of authoritative parents present with internal locus of control as they are disciplined, have autonomy, are punished consistently, and there is systematic reinforcement of positive behaviours. The outcome of children brought up using authoritative parenting style is independence, self-confidence, adaptive behaviour, social responsibility and higher self-esteem (Roman et al., 2016). Non-authoritative parenting

styles are consistently associated with external locus of control and more dysfunctional attributions. Children of permissive parents end up engaging in dysfunctional behaviours, and are less likely to have an internal locus of control (Georgiou et al., 2016)

In America, the prevalence of parenting styles is 66% authoritative, 25% permissive, 8% authoritarian, and 1% permissive/authoritative (Howenstein et al., 2015). In Spain, 30.9% indulgent, 28.9% authoritative, neglectful 25.7% authoritarian 14.5% (Loredo et al., 2016). In India, the prevalence of parenting style is authoritative at 54.5% followed by authoritarian at 26%, and permissive at 19.5% (Sahithya et al., 2019). In Hong Kong, 35.15% are mainly authoritative, 23.81 % are mainly authoritarian, 20.4% inconsistent, 20.65% are uninvolved (Camilla et al., 2019). These statistics show the global prevalence of parenting style.

In Africa, the extended family system emphasizes communalism in child upbringing (Nwufo et al., 2018). 'A child is raised by a village' is the shared belief that is operated on. In low-income families, permissive and authoritarian parenting are more common (John Eze et al., 2018). This is not always the case as authoritative parenting style has been reported to be the most common parenting style in some countries (Chukworji et al., 2018). Thus, all the four parenting styles are found in Africa but the prevalence varies.

In Kenya, a study (Mutuku et al., 2019) established that authoritative style had the highest frequency in Embu County, Kenya at 35%. In another study which was done in Bungoma County, Kenya, 33.79% of mothers and 34.84% of fathers used authoritative parenting style (Aiyiro et al., 2019). The current study sought to find out the relationship between parenting styles and dysfunctional behaviours among pupils in primary schools in the Mavoko Sub County in Machakos County in Kenya.

Statement of the Problem

The parenting styles employed in different homes influence what children

become. This can either be detrimental to their wellbeing or promote the children's development (Samuel et al., 2019). Dysfunctional parenting results into neglect, abuse, addictions and other psychological issues in children (Bashir et al., 2020). A competent and effective parenting is considered a protective factor for children who have pervasive behaviours, difficult temperaments, little remorse and lack of guilt and empathy (Bashir et al., 2024).

In South Africa, Mphaphuli reckons that a nurturing and healthy environment is a necessity for the development of mental health in children. Children who are exposed to constant abuse, conflict, aggression, domestic violence, neglect and separation because of parents who work long hours away from home or divorce are likely to present with emotional and behavioural problems (Mpaphuli., 2023). According to Sekhula from South Africa, a dysfunctional environment is often characterized by poverty, unemployment, family conflict, divorce, substance abuse, gangterism, and low levels of education. Basic needs such as food, shelter, security and safety are not catered for. The children from these dysfunctional environments engage in behaviours such as bullying, substance abuse, vulgar language and crime (Sekhula., 2025).

In Kenya, Malama et al (2023) describe family dysfunctionality as disturbing, unhealthy and harmful behavior such as neglect, conflict and violence among family relationships. However, in Mavoko Sub County, Machakos County, Kenya, there are many cases of dysfunctional behaviour among pupils in primary schools including use of vulgar language, disobedience and dishonesty. Others include drug abuse, alcoholism, lateness, truancy, theft, and school dropout (Samuel et al., 2019). Whereas some parenting styles like the authoritarian style promote dysfunctional behaviours in children, other parenting styles like the authoritative style promote

functional behaviour in students (Samuel et al., 2019). If this problem is not addressed, pupils in primary schools will continue having dysfunctional behaviours which will affect their academic performance. While negative parenting can lead to child anxiety, emotional disorders as well as to behavioural problems, positive parenting styles are accompanied by encouraging outcomes for children such as self-esteem, social-emotional development and optimism (Vafaeenejadl et al., 2019). Therefore, the need arises of studies that examine the relationship between parenting styles and dysfunctional behaviours in Mavoko Sub County, Machakos County. There was need for the study so as to promote functional behaviour among pupils. This study sought to fill this gap.

Purpose of the Study

The purpose of this study was to establish the relationship between parenting styles and dysfunctional behaviours among pupils in primary schools in Mavoko Sub County in Machakos County, Kenya.

Research Objectives

i. To find out the dominance of parenting styles among parents of pupils in primary schools in the Mavoko Sub County in Machakos County.
ii. To establish the dominance of dysfunctional behaviours among pupils in primary schools in the Mavoko Sub County, Machakos County.
iii. To determine the relationship between parenting styles and dysfunctional behaviour among pupils in primary schools in the Mavoko Sub County in Machakos County.
iv. To suggest intervention measures that should be put in place to support pupils in primary schools exhibiting dysfunctional behaviours in the Mavoko Sub

County, Machakos County.

Research Questions

i. What is the dominance of parenting styles among parents of pupils in primary schools in Mavoko Sub County, Machakos County?
ii. What is the dominance of dysfunctional behaviours among pupils in primary schools in Mavoko Sub County, Machakos County?
iii. What is the relationship between parenting styles and dysfunctional behaviour among pupils in primary schools in the Mavoko Sub County, Machakos County?
iv. What intervention measures should be put in place to support pupils in primary schools exhibiting dysfunctional behaviours in the Mavoko Sub County, Machakos County?

Research Hypothesis

H0: There is no statistically significant relationship between parenting styles and dysfunctional behaviors.

Justification of the Study

This study on the relationship between parenting styles and dysfunctional behaviours was done to establish this relationship. It could help promote functional behaviour among pupils in Mavoko Sub County, Machakos County. It is well known that parents play a major role with regard to a child's behavioural and psychological well- being (Rose et al., 2017). The way children are parented determines their behaviour and emotional as well as psychological functioning. Thus, the parenting style plays a key role in how the children turn out.

By displaying support, establishing trust and being accessible to their

children, parents can instill a level of protection against other pressures and influences to engage in dysfunctional behaviour (Price et al., 2019). The way parents relate with their children can protect them against negative influences and bad peer pressure or it can make the children yield to bad influences. In Mavoko Sub County, there are many children, some parents instill a level of protection against bad pressures and influences, while other parents use poor parenting styles which do not shield the children from bad influence. This study showed the relationship between parenting styles and dysfunctional behavior. Thus, parents may improve the way they bring up their children.

Significance of the Study

The government could be able to put the right policies in place for the betterment of its citizens in general and for future generations as the findings of this study can be used in policy formulation. The Ministry of Education will be able to benefit from this study by putting findings in place for example training teachers and parents to use the authoritative parenting style. Schools and school counselors will understand the various parenting styles and how they relate to dysfunctional behavior among children and will encourage parents to use authoritative parenting style. Psychologists will benefit from the findings of this study by knowing the benefits of authoritative parenting and encouraging parents to use it to raise their children. Marriage and family therapists will train parents to use authoritative parenting style to bring up their children.

The findings of the study may be used by parents who have a great impact on children's behavior to improve and correct parenting styles used so that dysfunctional behaviours are mitigated. Children benefit most as their parents will use the right

parenting styles and the primary school pupils will improve their academic performance. Teachers and teacher counselors as well as schools will benefit as there will be less dysfunctional behaviour in schools.

Scope of the Study

The study sought to establish the relationship between parenting styles and dysfunctional behaviour among pupils in selected primary schools in Mavoko Sub County, Machakos County. There are 38 public primary schools and 195 private primary schools bringing the total primary schools to 233. The target was 23 primary schools or 10% of the total schools, most of the schools were day schools for age 10-13, specifically targeting pupils in grades five and six both boys and girls in equal number. From the 23 sampled, 4 were public primary schools, 160 pupils (80 boys and 80 girls) in grade five and six pupils were selected by simple random sampling, while in 20 private primary schools 222 pupils were sampled (111 boys and 111girls).

This is because grades one to four are younger and might not understand the questionnaire. Teachers including teacher counselors were in the researchers' target population as they spend a lot of time with these pupils and are in a good position to inform this study. The teachers and counselors helped shed light on the prevalence of dysfunctional behaviour among pupils in primary schools.

Delimitations of the Study

Parenting styles impact different dimensions of life but this study focused on dysfunctional behaviours and the relationship between them. There are other determinants of dysfunctional behaviours among primary school children but this study only focused on parenting styles. There are children up to twelve years of age but this study looked at primary school children in grades five and six. There are 47

counties in Kenya but this study investigated on pupils in primary schools in the Mavoko Sub County, Machakos County.

Limitations of the study

Limitations included some schools refusing to cooperate with filling the questionnaire and interview schedule which I mitigated by going to other schools.

Assumptions of the study

i) That parents would give permission for their children to fill the questionnaire

ii) That primary schools in Mavoko Sub County, Machakos county would agree to have this research done in their schools

Chapter Summary

This chapter has presented the introduction and background to the study, various parenting styles, the meaning of dysfunctional behaviours, statement of the problem, purpose of the study, research objectives, research questions, research hypothesis, justification of the study, significance of the study, scope of the study, limitations and delimitations of the study and assumptions of the study. The chapter ends with a summary. The next chapter presents the literature review.

Chapter Two: Literature Review

Introduction

This chapter presents the literature review as guided by the objectives of the study. The theoretical framework and the conceptual framework are also provided in the chapter. It ends with a chapter summary.

Overview of Parenting Styles

A parenting style builds the emotional environment in which the child is raised, it is a set of behaviours and approaches a parent elicits towards their child (Singh et al., 2017). An emotional environment is created by the parenting style whereby, the behaviours of the parents are expressed, and is conceptualized as the attitudes of the parent toward the children (Guttierez, 2018). These parenting styles have been classified into four styles: permissive neglectful (low demandingness and responsiveness), permissive indulgent (low demandingness and high responsiveness), authoritative (highly demanding and highly responsive), and authoritarian (highly demanding and lowly responsive). According to Garcia et al., (2020), the four parenting styles are defined by the combined effects of both strict and warm parenting practices: authoritarian (strictness without warmth) authoritative (warmth and strictness) permissive indulgent (warmth without strictness) and permissive neglectful (neither warmth nor strictness).

Roman et al (2016) opines that parents who are authoritarian are high in control and low in warmth in terms of setting the standards, that shape, control, and evaluate the attitudes and behavior of children. Obedience is all important, does not allow for individuation and is imposed with harsh punishment. Hardly any communication is present between parents and children. Parents who are

authoritarian have children who are withdrawn, distrustful, discontented, and have maladaptive behaviors (Roman et al. 2016). Jadon et al. (2017) concurs that in authoritarian parenting, the parents are not responsive at all whereas, the children's demands are high. Parents use rigid and strict rules on the children which must be obeyed, punishment is meted out directly for any lack of obedience of the parents' orders. Spanking is used by the authoritarian parent as corporal punishment, usually, this punishment is explained as "just because I said so"(Jadon et al., 2017).

Authoritarian parents establish strict rules and typically engage in a one-way form of communication where the child is expected to follow without negotiation or question. The rules are not explained, children are not supposed to make mistakes while meeting high standards, most of the time these errors are met with punishment. Parents who are authoritarian have limited flexibility, are less nurturing and maintain high expectations. Due to consequences of misbehavior, children brought up by authoritarian parents are well behaved. Also to achieve their goals, they tend to follow precise instructions more effectively. However authoritarian style of parenting can lead to aggression, children may also exhibit difficulty in making their own decisions, shyness and social ineptitude (Sanvictores et al., 2022).

In authoritative parenting according to Sanvictores et al., (2022) there is a close and nurturing relationship between parents and children. Parents explain the reasoning behind their disciplinary actions, set clear expectations and guidelines. Rather than as a punishment, disciplinary methods are used as a supportive tool. Parents encourage children to input in setting expectations and goals thus fostering appropriate, frequent, open communication between them. This style of parenting requires considerable effort and patience from both parties but generally results in the best outcomes for children.

Children brought up by authoritative parents have adaptive behaviour, higher self- esteem, are self –confident, independent and are socially responsible (Roman et al., 2016). Authoritative parenting fosters self-regulation, confidence and responsibility. Children have higher self-esteem as parents by encouraging independence, help their children understand that they can achieve goals on their own. These children tend to perform well in school and excel academically. The parent does not force their opinion on the child using restrictions but exerts firm control, the individual child's parental rights, responsibilities and interests are recognized. Baumrind (1971) found that the authoritative parenting style was correlated with social responsibility among boys and responsible, independent and competent behavior among girls as this style links positive encouragement and high control (Hirata et al., 2017). Authoritative parenting style is described as demanding, responsive, and warm (Njogu et al., 2018). The authoritative parent responds to the child, gives strict rules and also explains why the rules must be followed; the parent also listens to the concerns of the children. It is characterized by moderate control of the child's activities and high monitoring (Njogu et al., 2018).

Permissive indulgent parents show less control and more warmth (Roman et al. 2016). This form of parenting lacks structure, there is more responsiveness and indulgence with their child's wants and needs and no boundaries are set. Parents who are permissive indulgent discipline less and comply more with the actions and desires of their child. These parents take on a friend like role instead of the traditional authority figure role. Thus there is a lack of expectation which leads to little disciplinary action. Permissive indulgent parents are nurturing and warm and often hold minimal expectations for their children. They allow their children to navigate situations independently, impose few rules and maintain open communication.

Outcomes of children include display of problematic behaviours, high self-esteem; but, use of drugs and alcohol is a risky behaviour for them. Children of permissive indulgent parents have difficulty forming relationships, lack of self-control, are demanding and egocentric. Children are affected by the approach of parents (Roman et al., 2016). Permissive indulgent parents are tolerant and accepting towards the children's actions, desires and impulses, make few demands for mature behaviour and allow considerable self- regulation. Permissive indulgent parents do not punish and avoid confrontation. (Checa & Gutierez , 2017). Overall while children brought up by permissive indulgent parents have decent social skills and possess high self-esteem, they may also struggle with self-regulation and may be selfish, demanding and impulsive. Children can develop unhealthy eating habits especially regarding snacks which can increase their risk of being obese and other health issues as they grow older. These children are considerably free making decisions about their screen time on television, computers and phones, their bedtime and homework (Sanvictores et al, 2022).

Permissive neglectful parents are uninvolved with the child's actions and offer no warmth or control to the child. Further, these parents do not provide monitoring or rules or supervision to their child and communication provided is very little if any. The parents at times reject their children and do not care about them, nor about the needs of the children (Njagi et al., 2018). Neglectful parents are uninvolved, cold and not supportive. Further, they do not care about their children’s needs and demands and minimize interaction time with their children.

Also known as uninvolved parenting, this parenting style grants children a lot of freedom as these parents take a hands-off approach. They provide their children’s basic needs but remain emotionally disengaged and detached from their child’s life.

Permissive neglectful parents maintain little communication with their children and don't adhere to a specific disciplinary style, have few or no expectations and provide minimal nurturing. Little or no monitoring is provided for the child's actions and activities. The neglectful parents fail in providing a structured environment, use strict disciplinary practices sporadically or may neglect discipline entirely, (Checa & Gutierez, 2017). Children raised by permissive neglectful parents maybe more self-sufficient than those brought up in other parenting styles and may demonstrate resilience, skills brought about by necessity. However, they may exhibit less effective coping strategies, have difficulty nurturing or maintaining social relationships, face academic challenges and may struggle with emotional regulation (Sanvictores, 2022).

Dominance of Different Parenting Styles

In a study done in Spain (Loredo et al., 2016) parental behaviours have been listed as a major source of influence among the risk factors for alcohol use in adolescents, others listed include more specific factors such as use and abuse of substances by parents, and perceived parental approval towards drugs. Among risk factors for adolescent substance use is inadequate parenting style. In the same study, concerning parenting styles, participants perceived their parents as having an authoritarian style (14.5%), neglectful (25.7%), authoritative (28.9%) and indulgent (30.9%). This shows that around 70% of parents use inadequate parenting styles.

A study done by Cyril et al. (2016) in Australia involving parents and children showed that there was a difference in child and parental perceptions of parenting and family functioning. 51.6% of children versus 63% of parents reported an authoritative parenting style, 61.5% of children versus 56.8% of parents reported that their families were poorly functional while, 15% of children and 7.9% of parents classified their

families as having a permissive parenting style. Additionally, 30% of children and 26.6% of parents, were classified as authoritarian style of parenting (Cyril et al., 2016).

Huang et. al (2018) found that parenting largely fits into the authoritarian parenting style. However, there is also a shift in parenting styles across generations and over time. Parents resident in urban areas who are also of younger generations practice an authoritative parenting style more likely. The reason why one-third of Ghanaian children struggle with meeting basic developmental milestones might be explained by low parental engagement (Huang et. al, 2018). In Ghana and mostly in Africa, parenting largely fits into the authoritarian parenting style, while in Australia parenting largely fits into the authoritative parenting style.

According to Mutuku et al. (2019), the authoritative style had the highest frequency in Embu County at 35% in comparison with other parenting styles. In another study done in Bungoma Conty, 33.79% of mothers and 34.84% of fathers used authoritative parenting style (Aiyiro et. al, 2019). According to Njagi et al., the authoritative style was the most common in Embu, followed by the authoritarian and the least common was permissive neglectful. However, all the four parenting styles were common. In Kiambu, according to Onsando et al., (2021), the authoritarian parenting style was at 42.9%, permissive parenting style at 29.4% and authoritative at 8.8%.

There is scanty information on the dominance of parenting styles in the Mavoko Sub- County, thus the need for this research.

Dominance of Dysfunctional Behaviours among Primary School Pupils

When children are brought up in a dysfunctional way by their parents, it results in neglect, abuse, addictions and other psychological issues in them. Children living with violent and abusive parents or with a single parent or parents with any kind of mental or medical disorder have more developmental issues (Bashir et al, 2024). Children's disposition in various homes is influenced by the parenting style that parents use (Samuel et al., 2019). This can either be detrimental to their academic achievement or promote the children's development (Samuel et al., 2019). A nurturing and healthy family environment is necessary for mental health development in children.

Cohesion and harmony, open communication, strong interpersonal relationships between children and parents contribute to a positive atmosphere within the family creating a safe and conducive space for children to develop healthy habits (Mpaphuli, 2023). Substance abuse is more likely where family relationships which are hostile, conflicted and distant as opposed to supportive or nurturing relationships are observed (Steinberg et al., 2008, as cited by, Samuel et al., 2019). Students' behaviours in school depend on how they interact with their parents and the environment in which they have been raised; not so much on what is happening at school. (Samuel et al., 2019). Negative influence such as lack of attention and affection and abuse manifest in the form of lying, bullying and later generate to stealing and fighting. Children view the world through the lenses and launch pad of the parenting relationship. How children begin to form their own value system is provided for by their parents (Onsando et al., 2021).

Globally, in America it was established in 2014 that about 2.3 million teenagers aged 12-17 years used illegal drugs, which represents 9.4 per cent of youth. 27.0 million of people aged 12 and above, had used some kind of illegal drugs in the

past 30 days, representing 10.2% of the population, an approximate 655,000 young people aged 12-17 years abused psychotherapeutic drugs representing 2.6% of the youth (Hill, 2008 as cited by Monda et al., 2018).

According to the Department of Social Welfare in Ghana, the number of young children involved in behaviour problems has increased for many years. In the Annual Performance Report (2010), 276 criminal behaviour cases were handled in 2007. Some of these criminal behaviours include bullying, stealing, violent fights, and rape. Also, in the Ghana Yearly Report for Service in Prisons (2010), it was observed that 115 children offenders on average were locked up daily, who should have been learning in primary and secondary schools. As the number of juvenile delinquent cases increase by the day, efforts by teachers and parents to stop this problem has borne little result (Bosiakoh et al., 2012 as cited by Monda et al., 2018). In Zimbabwe, behaviour problems in schools range from minor cases like absenteeism, stealing, going to school late, bullying, and harassment, to major cases like drug abuse, violent fights, rape, and assassination. (Ncube 2008, as cited by Monda et al., 2018.)

In Kenya, young people often indulge in different behaviour problems, such as rioting, fighting, bullying, and sexual violence. In the Nairobi slums, drug misuse and abuse is common, young boys who use cigarettes constitute 65% those who use marijuana are 52%, those who use glue are 14%, and 11% use petrol. More than 26% of children living in slums in Kenya, indulge in dysfunctional behaviour like theft, coming home late, violent fights, truancy, bullying, and watching pornographic materials (Monda et al., 2018). According to Mohammadi et al 2021, the prevalence of dysfunctional behavior is 0.78% in Iran, 0.62% in China, in the United States the prevalence is 5.44%, 8.4% across 7 European countries and 12.5% in Kenya

(Mohammadi et al, 2021).

Relationship between Parenting Styles and Dysfunctional Behaviours

It is while children are growing up that they gain the ability to control their behaviours, emotions, develop their interpersonal attachments, internalize their parental standards and learn about their external world. Many problems in society such as competency in numeracy and literacy, obesity or stunting, heart disease, criminality, mental health problems, heart disease - stem from Early Childhood Development(ECD)(Irwins et al., 2007 as cited by September et al., 2015) While studying how parenting style influences child development in India and in western countries Sahithya et al. (2019) did a detailed search for the years 2000-2018 of research studies in developed western countries such as European countries, the USA, Australia, Canada, and also in India. The criteria for inclusion were (i) publication dates 2000-2018, (ii) publication dates in the English language, (iii) children and parents being the target population, (iv) relationship between parenting and outcome of the child.

The best child outcome was brought about by authoritative parenting out of the four parenting styles. A parenting style that was authoritative resulted in less child behaviour problems and adaptive behaviours, authoritative parenting was related to self- esteem, life-satisfaction, higher subjective well-being, lower depression, and most optimal long-term development of children. Children raised using authoritative parenting style performed better in school. They tended to report higher GPAs and have a higher self-efficacy, and active problem solving, stayed in education past school leaving age, and had lowest rates of emerging adult externalizing and internalizing problems. Compared to adolescents of uninvolved parents, adolescents

who perceived their parents to be authoritative were more protected against substance abuse.

Adolescents of authoritative parents were less likely to smoke, cyber bully, get involved in fights, drink heavily than adolescents from the other three parenting styles, and also had lower odds of having friendships with teenagers who used alcohol and drugs. This also protected adolescents against suicidal attempts. As compared to other parenting styles, one parent who was authoritative could shield a child from consequences that were harmful. Most positive outcomes were as a result of having two authoritative parents. While permissive indulgent parenting had some positive outcomes such a protective factor for school misconduct, delinquency, substance use, and active problem-solving, it had negative outcomes as it has been associated with anti-social behaviours as well.

Internalising was associated with permissive indulgent parenting and predicted aggressive behaviour, poor attachment to peers, low self-esteem, and child externalizing symptoms (Kopal-Sibley & Liorca, 2017 as cited by Sahithya et al., 2019). Both parents being permissive indulgent resulted in physical aggression and delinquency. However, when there were permissive indulgent mothers and authoritarian fathers, it resulted in suicide attempts and ideation as well as externalizing behaviours among adolescents, whereas authoritarian mothers and permissive indulgent fathers resulted in aggressive behaviours (Braza, 2015, as cited by Sahithya et al., 2019).

The ideal model for raising children is considered to be authoritative parenting style because the parents offer constructive/flexible disciplinary arrangement on one hand and affection and support on the other. Parents who use authoritarian style display minimal flexibility, demand obedience, and have very rigid

discipline in the family set up. Children who are brought up by authoritarian parents procrastinate a lot as compared to children of authoritative parents who have an inverse relationship with procrastination behaviours (Ming- Weiwoo et al., 2018). The parents do not respond to the child's requests and needs on one hand and are very controlling on the other. More so, they inhibit the child's independence and personal development. (Onsando et al., 2021).

Permissive indulgent parenting style is characterized by low demands in terms of obedience and by high response to the wants and needs of children. Parents using this style are available for their children, are normally very supportive and very lenient. Permissive indulgent parents do not establish boundaries or enforce them. Permissive neglectful parenting style is characterized by low demandingness and responsiveness and yields indecisive and carefree children. Parents who use neglectful style of parenting do not supervise their children; thus, making them become parentified children (Onsando et al., 2021).

Intervention Measures to Support Pupils with Dysfunctional Behaviours

Intervention is the act of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning). Thus, steps are taken to intercede or mediate so as to improve the functioning of pupils exhibiting dysfunctional behaviours.

Mental health problems in children such as conduct problems can be effectively addressed through early prevention strategies. In Australia for instance they have a program called ParentWorks, which is an intervention program that trains fathers and mothers on how to effectively raise their children. ParentWorks directly targeted fathers through online and social media and also used fliers to recruit both

mothers and fathers. ParentWorks was based on a face-to-face intervention for parents with children with conduct problems. The program was made up of six interactive videos, five of which were compulsory to watch (Piotrowska et al, 2019).

Pupils should be disciplined both at school and at home; and teachers and parents should address indiscipline among pupils immediately it occurs. Punishment does not necessarily mean caning, it can be cleaning the dining hall or the classrooms, cutting the grass, and washing the pots and pans in the kitchen. Parents/ guardians should not have unreasonably very high expectations of pupils (Samuel et al., 2019); they should accept their children the way they are. Seminars should be organized by the management board of the primary schools, teachers, and government, to give the parents skills of providing support emotionally to their children by taking time to understand their children's desires, feelings, beliefs and emotions and responding compassionately when their children are distressed (Monda et al., 2018). This will deal with the children's emotions and stress leaving them happier thus, reducing dysfunctional behaviours.

Hosokawa and Katsura (2018) from Japan say that support should be given to parents on the consequences of parenting styles in the early years to prevent school maladjustment. Authoritarian, permissive indulgent, and permissive neglectful parenting styles have consequences on children; therefore, the authoritative parenting style would be the best to use and parents should be encouraged to use it. Mutuku et al, (2019) recommend that parents should offer an extensive and comprehensive education that is quality to adolescents as they are the future parents. This is in terms of raising the next generation of parents. This will make a strong foundation for higher living standards and morals (Mutuku et al., 2019).

They also add that the school administrators, curriculum developers, and

stakeholders should allocate more counseling and guidance time to students. Adolescents have a lot of peer pressure and can thus mislead each other into negative activities; however with extensive, comprehensive education together with guidance and counseling, they will do the right things at the right time. Mwania and Njagi (2017) say that the teacher counselor should be empowered and trained by the government. Through the Ministry of Education, they would pick out students who abuse drugs, counsel them, and train parents whose children abuse drugs to handle these children. Parents should be empowered through good parenting which emphasizes authoritative parenting. Thirdly, through the parent-teacher association, schools should help students develop coping mechanisms against a growing culture of drugs by forming mentorship programs for the students.

Odongo et al. (2016) perceive that guidance and couselling programs should be organized in the communities by the Ministry of Education to educate, empower, and sensitize parents on various parenting issues. Secondly, teachers should be trained by the TSC on how to handle pupils from different parenting styles for the benefit of all, and thirdly, parents are encouraged to use the authoritative parenting style. With empowered parents and teachers, the students can only benefit and become better individuals thus reducing dysfunctional behaviours. Parents should be trained on covert forms of maltreatment for example, psychological aggression. (Mbagaya & Othuon 2019). Parents would stop such psychological aggression and the children would be freer and be at peace.

Theoretical Framework

The study adopted a multi-theoretical approach as opposed to a single theory approach, to understand the independent and dependent variables. Numerous theories

have been discussed on the relationship between parenting styles and dysfunctional behaviour, however this study is anchored on problem behaviour theory and ecological systems theory.

Problem Behaviour Theory

This study was guided by Problem Behaviour Theory (PBT) by Jessor (1977). This is a social-psychological framework that helps to explain the nature and development of problem behaviours. Examples of problem behaviours are alchohol use and risky sex (Mckellar et al., 2020). According to Jessor (1977) problem behaviour is any behaviour that deviates from both legal and social norms. It is comprised of three systems of psychosocial influences: perceived environmental system (family and peer expectations) personality system (values, beliefs, all social cognitions, personal values and expectations), and the behaviour system (conventional and problem behavioural structures that work in opposition to each other). Within each system, there are factors that are responsible for either protecting the individual from problem behaviour or encouraging problem behaviour. PBT suggests that it is the balance of protective factors and instigation factors (encourage problem behaviour) that determines whether or not the individual will exhibit problem behaviour.

Three Systems under PBT

Environmental factors included in the perceived environment system influence problem behaviour. Some of the instigation factors within this system are; peers who support problem behaviour or that engage in problem behaviour, lack of positive parental influence, parents who approve problem behaviour, minimal parental support and control over adolescents. Factors within the individual that can

contribute to problem behaviour are included in the personality system. Influential personality traits include; low self-esteem, low value on academic achievement, low religiosity, high value of independence, enjoys being alone.

Behaviours that contribute to problem behaviour are included in the behaviour system. Influential behaviours include; risky sexual activity, irresponsible driving, experimental or regular use of substances.

Problem Behaviour Syndrome

According to PBT, an adolescent who experiences problem behaviours or any risk-taking behaviour (e.g. delinquency, truancy, drug use and alcohol) is said to have Problem Behaviour Syndrome (PBS). Research suggests that the likelihood of developing more problems over time is fairly certain when an adolescent exhibits one or two problem behaviours. Adolescents with PBS can have educational under achievement, unemployment, substance abuse issues, and a higher rate of suicide than adolescents who do not have PBS.

PBT is one of the most comprehensive theories regarding the etiology of problem behaviours. PBT explains the association between psychosocial protective and risk factors and involvement in problem behaviours and is a social-psychological framework (Davishi et al., 2022). A broadening consensus has been there that problem behaviours in young adulthood and adolescence come in clusters, that is, they tend to have common determinants, to co-vary and, indeed to constitute a "problem behaviour syndrome" (Jessor, 2018). Among the strengths of PBT are that it can be used in therapy to help shift behaviours away from negative ones to positive ones. It can also generate predictable outcomes, which can be measured and tested, identifying co-occuring problem behaviours, understanding the interplay of social,

environmental and personality factors and with this knowledge develop targeted prevention programs by identifying risk and protective factors. Weaknesses include that it does not take into account the effects of memory and beliefs and free will, it has a narrow focus that fails to address the core, deeper causes of misbehavior or account for adaptability across situations and individual differences, it has a limited ability to address complex cognitive processes like problem solving and reasoning, it's ethical concerns regarding potential negative emotional impacts and the use of punishments, while neglecting internal mental states, it overemphasizes on observable behaviours and external environmental factors. Gaps include; in extreme environmental contexts such as low-income countries or urban informal settlements there is a gap in effectively explaining behaviours, there is an over emphasis on external factors, limited cultural generalizability and a potential neglect of individual differences and internal cognitive processes, explaining the critical thinking – "behaviour change" gap, the direct action – indirect action gap, the conscious- non conscious gap (Pamela et al., 2019)

Parenting styles relate to the above theory in the perceived environment system instigation factors which include parents who do not disapprove of problem behaviour, lack of positive parental influence, and also minimal parental support and control over adolescent. Dysfunctional behaviour relates to the behaviour system which includes behaviours that contribute to problem behaviour. PBT is relevant to the current study as it explains the relationship between parenting styles and dysfunctional behaviour and thus guides the study.

Ecological Systems Theory

Urie Bronfenbrenner a psychologist developed the Ecological Systems Theory in 1979. It is a framework where human development is understood within a

complex system of environmental contexts and relationships. The theory was later renamed the bioecological model and proposes that a person's development is influenced by five nested environmental systems to their broader culture from their immediate surroundings. Development is the result of reciprocal continuous interactions between the various systems making up their environment and an individual (Evans et al., 2024)

The five environmental systems

Microsystem

This is the innermost layer of Bronfenner's ecological systems model which encompasses an individual's direct interactions and environment including family, neighbourhood, peers and school. This system influences overall growth, behavior and beliefs through face-to-face interactions daily. These settings and close relationships have the most direct impact on an individual's development. It remains important throughout life even though it is particularly crucial in early childhood development.

Mesosystem

The mesosystem represents the connections between different microsystems in a person's life. It involves interactions and influences between various immediate environments such as peer groups, home, school and neighbourhood. By showing how experiences in one setting can affect another these interconnections play a significant role in shaping an individual's development. For example, a child's behavior with peers might have a big effect on family dynamics or a child's home life may affect how they perform at school. We gain insight into the intricate web of relationships that contribute to human development by examining these interactions.

Exosystem

The exosystem represents environments that despite the individual not being directly involved in the settings, they indirectly influence a person's development. It involves external events and contexts that affect the person's immediate environment, such as local government policies, a parent's workplace or community organisations. These indirect influences play a profound role in shaping an individual's development by showing how factors beyond their immediate experience can still have significant effects on their life circumstances and opportunities. For example, changes in local education policies might affect a pupil's learning environment without their direct involvement in the decision-making process or a parent might lose a job and this may have a profound effect on the child's educational resources and home life

Macrosystem

Bronfenner defines the macrosystem as the overarching pattern of exo-, meso- and microsystems characteristic of a given subculture or culture. It contains systems such as the political, economic, legal, social, and educational systems. It is an outer layer in Bronfenbrenner's bioecological model which represents the laws, values and ideologies of the culture or society in which a person lives. Examples include dominant cultural norms, the nation's economic system and education policies, which impact children's experiences and opportunities.

The key characteristics of the macrosystem include; broad cultural context in which individuals live; values, ideologies, and laws including economic structures, political systems, and laws. Influence on other systems whereby the macro system influences all the inner layers of the ecological model-the exo-micro and -meso systems- by shaping the opportunities, rules and guidelines within them. Impact on individual development whereby individuals have limited control over macrosystem factors, which can significantly affect a child's overall development, identity,

perceptions and values.

Examples of macrosystem influences include, economic system where for instance an economic depression in a country leading to reduced school funding which indirectly impacts the quality of education a child receives. Cultural values is another example where community and collective well-being are more emphasized than a culture of individualism. Legal and political systems where public laws and policies set by the government directly affect the resources available in communities. Media, cultural norms and media influences can shape children's understanding of the world.

Chronosystem

According to Bronfenner, the chronosystem relates to transitions and shifts over the child's lifetime. The environmental changes for instance starting school can be predicted or, unpredicted like changing schools when parents relocate for work, or parental divorce. Within the chronosystem, aging interacts over the lifespan with shifting social expectations. Depending on the support of their ecological systems is how children respond to life transitions both expected and unexpected. For instance, the introduction of social media and widespread internet access may for many children represent a significant chronosystem change.

This shift technologically has altered how children spend their leisure time, access information, and interact with peers, potentially affecting their sleep patterns, social skills and even cognitive development. A major historical event like a global pandemic could be another example. Children growing up at such a time might go through altered social interactions such as social distancing, disruptions in their education such as shifting to online learning and changes in family dynamics such as parents working from home. All these can have long-lasting effects on a child's

development.

Strengths of Ecological Systems Theory

Among the strengths of the ecological systems theory are its holistic perspective, it provides a comprehensive view of human behaviour by considering many layers of development from the family to factors affected by society. Interconnectedness is another strength, interactions between different systems are emphasized showing how changes in one area affect others. It's practical application as it is useful to policymakers, educators and psychologists and ecological systems theory has a focus on context as it allows for how environmental factors shape an individual's life to be understood.

Weaknesses of Ecological Systems Theory

It is difficult to test empirically; tangible positive outcomes have been yielded from the application of the ecological systems theory however it is not always clear that in fact such outcomes were caused by its application. Vaguely understood systems, some aspects of the theory such as the chronosystem and mesosystem remain vaguely understood and defined. For example, in the mesosystem the mechanisms through which the school, friends and family interact with each other affecting a child's development are not clear to understand (Drew, C., 2024)

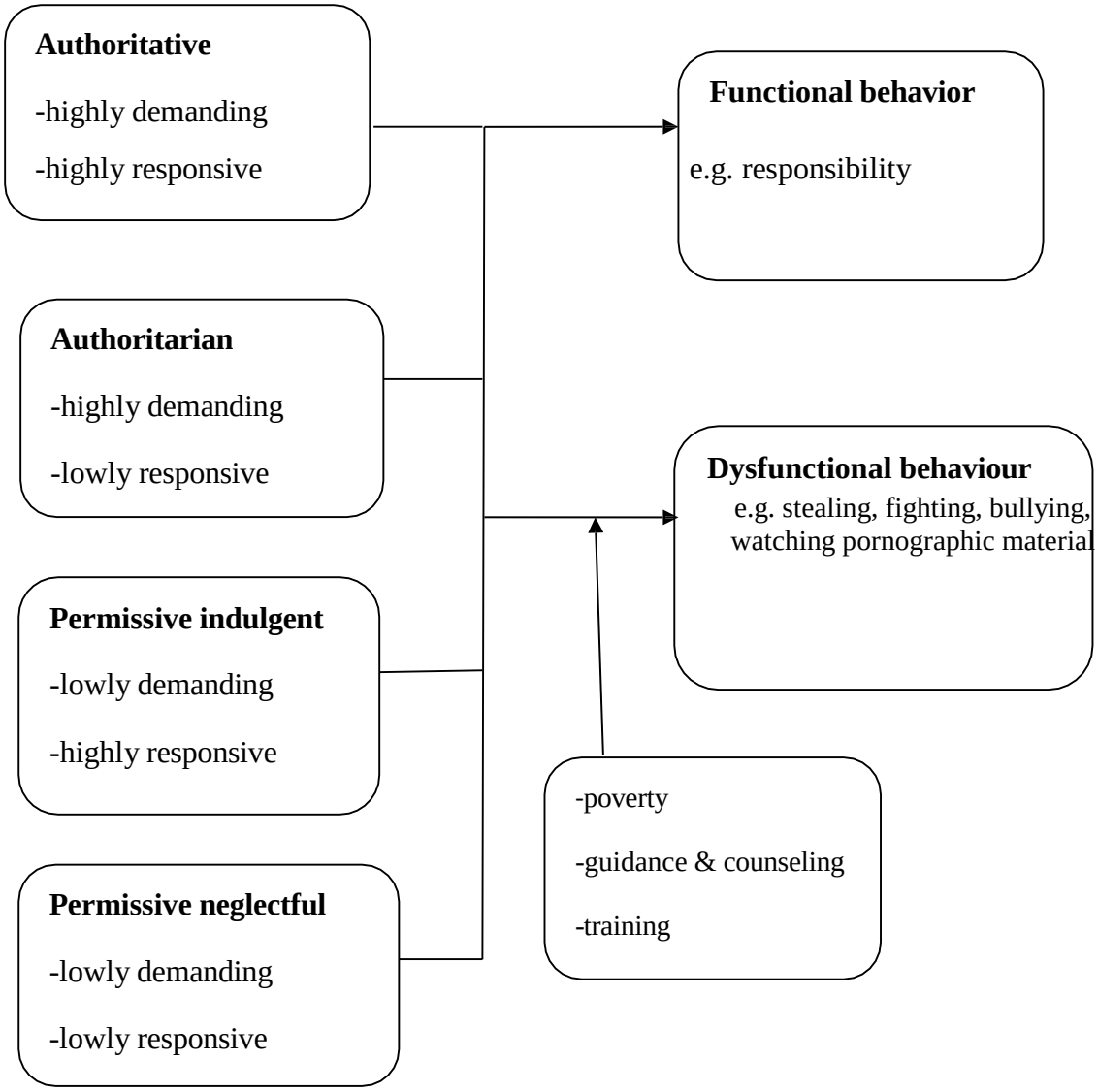
Gaps of Ecological Systems Theory

Gaps include, in the tactical statistical integrated model, there is minimal mechanistic understanding though there is empirical validation. Most of the time there is limited testing for theoretical ecological models which provide basis for general testing and understanding mechanisms. There are eco-evolutionary feedbacks demonstrating need for further testing. Modeling gaps confounded by need to capture more complex and broader ecological interactions in the whole of eco-system models.

Conceptual Framework

This is a research tool that aims to help a researcher to understand how the research variables are interrelated (Kombo & Tromp, 2009). As shown in Figure 2.1, the independent variables are authoritative parenting style which is highly demanding and highly responsive, authoritarian parenting style which is highly demanding and lowly responsive, permissive indulgent parenting style which is lowly demanding and highly responsive and permissive neglectful parenting style which is lowly demanding and lowly responsive. The dependent variable is dysfunctional behaviour – for authoritarian, permissive indulgent and permissive negligent parenting styles, for example stealing, fighting, bullying, watching pornographic material, and functional behaviour- for authoritative parenting style, for example responsibility. The mediating variables include poverty, guidance & counseling and training.

Figure 1 Conceptual Framework



Chapter Summary

Chapter two has focused on an overview of styles of parenting; permissive neglectful, permissive indulgent, authoritarian and authoritative and the study objectives. The chapter has also expounded the theoretical framework that guided the

study; The Problem Behaviour Theory and the Ecological Systems Theory are explained in detail. Finally, the conceptual framework that depicts variable relationship is described. The research methodology is discussed in chapter three.

Chapter Three: Research Methodology

Introduction

This chapter comprises of the research design, target population, sampling size and sampling procedures, instruments, validity and reliability, data collection procedures, data analysis techniques, and ethical considerations and ends with a chapter summary.

Research Design

The framework used to guide a research study is known as a research design. It makes sure that the procedures followed will allow the researcher to address the research problem sufficiently as analytically and as definitive as possible (Shanti et al., 2019). The research design used described in quantitative terms the degree to which the variables were related. Correlation research design was used which involves collecting data in order to determine to what degree and whether a relationship exists between two or more quantifiable variables. The degree of relationship is expressed as a correlation coefficient (r). Variables are removed from further observation if they are found not to be significantly correlated. Causal comparative or experimental studies are carried out if the variables are highly correlated to determine if the relationship is causal.

Target Population

This is the population on which a researcher intends to generalize the findings of a study (Mugenda, 2019). In this study, the target population comprised of all 51,309 pupils in public and private primary schools in the Mavoko Sub County, Machakos County, Kenya. There are 38 public primary schools and 195 private

primary schools in Mavoko Sub County. The public schools had enrolled 21,529 pupils, 10,524 being boys and 11,005 being girls, while the private schools had enrolled 29,780 pupils with 14,770 boys and 15,010 girls (Athi River Education Office, 2022). The researcher worked with grade five and six pupils specifically as they are able to fill the questionnaire independently. In addition, the study targeted teachers of these grade five and six pupils. The target teachers were the teacher counselor and the discipline master/mistress. The study location was Mavoko Sub County, Machakos County.

Table 1 Target Population

	School Category	Number of schools	Teacher Counselors	Discipline Masters	No. of Boys	No. of Girls	Total No of Pupils
1.	Public	38	38	38	10,524	11,005	21,529
2.	Private	195	195	195	14,770	15,010	29,780
	Total	233	233	233	25,294	26,015	51,309

Sampling Size and Sampling Procedures

There were 38 public primary schools and 195 private primary schools in the Mavoko Sub-County (2023), thus a total of 233 schools. The study adopted a multistage sampling technique comprising of purposive sampling, stratified random sampling, and simple random sampling. Purposive sampling was used to get the discipline masters/mistresses and teacher counselors. Stratified random sampling was used to sample the schools, whether private or public and simple random sampling was used to sample the pupils who filled the questionnaire. Gay (2000) sampling principal was used to get the number of schools to be selected for the study. It states that in descriptive surveys that sample should comprise at least 10-20% of the population for small and large populations.

Consequently, this study adopted the lower limit (10%) which yielded 23 primary schools. The schools were proportionately distributed according to their representation in the population to give 4 public and 20 private schools.

Krecjie and Morgan (1970) sampling tables were used to determine the number of pupils to be sampled in the study. According to these tables, a population of 51,309 was adequately represented by a population of 381 respondents. The sampled pupils were also proportionately distributed as follows;

Pupils (public schools) = 21,529/51,309 x 381

= 159 pupils

Pupils (private schools) = 29,780/51,309 x 381

= 221 pupils

To have a proportionate representation of private and public schools in the study, stratified random sampling was used. The goal of stratified random sampling is to achieve desired representation from various subgroups in the population (Mugenda & Mugenda, 2019). Teachers were sampled using purposive sampling so that the teacher counselor and discipline master/mistress participated in the teachers' survey. Table 2 provides a summary of the sample distribution.

Table 2 Sample Distribution

	School Category	Schools Sampled	Teacher Counselors	Discipline Masters	No. of Boys	No. of Girls	Total No of Pupils
1.	Public	4	4	4	80	80	160
2.	Private	20	20	20	111	111	222
	Total	**24**	**24**	**24**	**191**	**191**	**382**

From the sampled public primary schools, 160 pupils (80 boys and 80 girls) in grade five and six pupils were selected by simple random sampling, while in private primary schools 222 pupils were sampled (111 boys and 111girls). The teacher

counselor and the discipline master/mistress were purposively selected from the sampled schools and included in the study. Thus, there were four teacher counselors and four discipline master/mistress from public primary schools and 20 teacher counselors and 20 discipline master/mistress from private schools.

Research Instruments

Two types of instruments were used to collect data; self-developed socio-demographic questionnaire and a teacher's interview schedule.

Self-developed socio-demographic Questionnaire

The questionnaire for pupils had an introductory section for background information and two different parts representing the objectives of the study. It had been adapted from the Parenting Styles Dimension Questionnaire (PSDQ). The questionnaire captured questions from the four different sections; authoritative, authoritarian, permissive and uninvolved parenting styles. It had part 1, which was about demographic information, part 2, which was on the prevalence of parenting styles and had twenty different items, part 3 had twelve different items and was about dysfunctional behaviours. Each statement in part 2 of the questionnaire described one of the four parenting styles i.e. permissive negligent, permissive indulgent, authoritative and authoritarian, according to the description of each parenting style (statements Table 4 in Appendix 2)

Teacher's Interview Schedule

The teacher's interview schedule was developed by the researcher. It was administered to the teacher counselors and the discipline masters/mistresses. The nature of the items was open-ended and it was used as a guide for an interview.

Reliability

The degree to which a research instrument yields consistent data or results after repeated trials is known as reliability (Shanti et al., 2019). It is influenced by random error, reliability decreases as random error increases. The deviation from a true measurement due to factors that have not been addressed by the researcher is known as random error. Errors may arise from interviewer's fatigue, inaccurate coding, interviewee's fatigue, ambiguous instructions to the subjects. Regardless of the procedures used in a study, random error will always exist (Mugenda, 2019).

A pilot study was conducted by the researcher with a sample that was not part of the study; Mlolongo Primary School and Kitengela International School (KISC) Athi River were used in the pilot test. KISC is a fairly new branch; it is slightly over three years old (as at 2023) and has PP1 to grade 6 as well as a Junior Secondary School. The school having grade 1 to grade 8 informed the sample size. The pupil's questionnaire and the teacher's interview schedule were administered in this school. Cronbach coefficient alpha was used to test the reliability of the questionnaire. A coefficient of 0.7 was attained which made the instruments be considered reliable.

Validity

Validity is the meaningfulness and accuracy of inferences, which are based on the research results (Shanti et al., 2019). Expert opinion was sought from the supervisors to determine whether the instrument had content and construct validity. Further, empirical and theory evidence from related studies was used to measure construct validity thus, ensuring the accuracy of the instruments.

Data Collection Procedures

The process begun with getting a clearance letter from the graduate school, Pan Africa Christian University, clearance from the Ethical Review Board of St Paul's University, research permit from National Commission for Science Technology and Innovation (NACOSTI), clearance from Sub County Director for Education, authority from school head teachers, for pupils who were involved in the study. During data collection, the researcher met with research assistants in Athi River town. There were four research assistants with a first- degree level of education. They helped in collecting data from the respondents, both the pupils and the teachers. Participants were recruited by simple random sampling and they met with the researcher during break time at 10.00 am. Data collection occurred during morning break and lunch time within the school compound.

Data Analysis Techniques

The data analyzed came from the responses obtained from the pupil's questionnaire and teachers' interview schedule. The researcher checked for the completeness and consistency of the data. Quantitative data collected through questionnaires was sorted, classified, coded and entered into a computer. The computer software SPSS Version 28 aided in data analysis. Descriptive statistical analysis, namely; the mean scores, standard deviations, percentage, frequencies, were used. Inferential statistics, linear regression was used to examine the relationship. Qualitative data from the interview and questionnaire was analyzed thematically in accordance with the study objectives. The relationship between parenting styles and dysfunctional behaviour was analyzed using a multi-regression model as follows: The analysed data is presented in chapter 4.

Table 3 Summary of Data Analysis

	Objective	Independent variable	Dependent variable	Statistic
1.	To find out the prevalence of parenting styles among parents of pupils in primary schools in Mavoko Sub County in Machakos County.	None	None	Mean scores, standard deviations, frequencies, percent
2.	To establish the prevalence of dysfunctional behaviours among pupils in primary schools in Mavoko Sub County in Machakos County.	None	None	Mean scores, standard deviations, frequencies, percent
3.	To determine the relationship between parenting styles and dysfunctional behaviours among pupils in primary schools in Mavoko Sub County in Machakos county.	Authoritarian authoritative permissive, permissive neglectful parenting styles	Dysfunctional behaviours	Linear regression analysis
4.	To suggest intervention measures that should be put in place to support pupils in primary schools in Mavoko Sub County in Machakos County	None	None	Thematic analysis

Ethical Considerations

The researcher obtained an introduction letter from the Graduate School at PAC University and since the researcher was dealing with minors, permission was sought from the Ethical Review Board (ERB). From NACOSTI, a research permit including the use of findings, was obtained. Permission was sought from the Sub County Director for Education, and from all selected schools. Respondents were assured of confidentiality. Participation in the research was voluntary and respondents were allowed to withdraw from the study if they wanted to.

All human subjects participating in the research were informed about the research so that they could understand the general nature of the investigation and their role in it. Considering that the human subjects in the research included minors,

permission was sought from their parents/guardians of the pupils and school heads to include them in the research. Only pupils whose parents gave consent were considered for the study. There was respect for privacy and all information given was kept strictly confidential. Anonymity or the identity of individuals being protected was ensured by using numbers and pseudo names.

Where there was a need to disclose information about an individual, their identity and privacy was protected. To get more honest responses, names were kept anonymous. The data was stored with the researcher for a period of two years, after which it was destroyed. Anti-plagiarism checks were also put in place. The researcher debriefed the participants after data collection and in case of distressed individuals after the interview, they were referred to counselors for help.

Chapter summary

The research methodology was discussed in chapter three, it included the target population, the sampling size and sampling procedure, the data collection procedures, as well as the research instruments and the ethical considerations. The results and discussions follow in chapter 4.

Chapter Four: Results and Discussion

Introduction

This chapter presents the results of the primary data which was collected through the use of the structured questionnaires for pupils and interview guide for teachers. The purpose of the study was to examine the relationship between parenting styles and dysfunctional behaviours among pupils in selected primary schools in Mavoko Sub- County in Machakos County, Kenya. The study was guided by the following specific objectives.

i. To find out the dominance of parenting styles among parents of pupils in primary schools in the Mavoko Sub County in Machakos County, Kenya.
ii. To establish the dominance of dysfunctional behaviours among pupils in primary schools in the Mavoko Sub County, Machakos County, Kenya.
iii. To determine the relationship between parenting styles and dysfunctional behaviour among pupils in primary schools in the Mavoko Sub County in Machakos County, Kenya.
iv. To suggest intervention measures that should be put in place to support pupils in primary schools exhibiting dysfunctional behaviours in the Mavoko Sub County, Machakos County, Kenya.

Statistical Package for Social Sciences (SPSS) Software was used to analyse quantitative data and was presented in tabulation form, while qualitative data was analysed through themes. The chapter also, discusses and interprets the findings under the following areas: The response rate, demographic information based on gender, distribution of the pupil, age of the pupils, class of the pupils, school type in terms of accommodation of students and school type in terms of sponsorship presented. The chapter also discussed and interpreted data in relation to study

objectives.

Response rates

The response rates are indicated in Table 4.

Table 4 Response Rates

Respondent	Tool	No administered	No returned	Response rate
Pupils	Questionnaire	382	271	71%
Teachers	Interview guide	48	40	83%

Source: Field Data (2024).

The primary data was collected from pupils and teachers. The researcher distributed 382 questionnaires to pupils and 271 questionnaires representing a return rate of 71%, while out of 48 teachers, 40 of them responded which was a return rate of 83%. Both response rates were above 70% and were considered suitable for a survey (Mugenda & Mugenda, 2009).

Demographic information

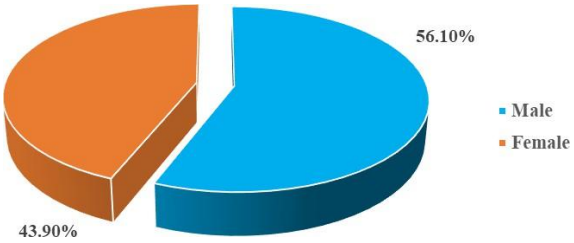
Demographic information was sought which included gender distribution, age, class of the pupils, type of school distribution and type of school; whether private or public.

Gender distribution

Figure 2 indicates the gender distribution of pupils that were sampled in the study

area.

Figure 2 Gender of respondents



The findings in Figure 2 indicated that the majority of the respondents (pupils) were male (56.10%) compared to female (43.9%). This means that male pupils dominated the female pupils in Mavoko Subcounty, Machakos County. This represents a concerning gender disparity in education access which needs to be addressed.

Age of the Pupil Respondents

The age of pupil respondents is indicated in Table 5:

Table 5 Age of respondents

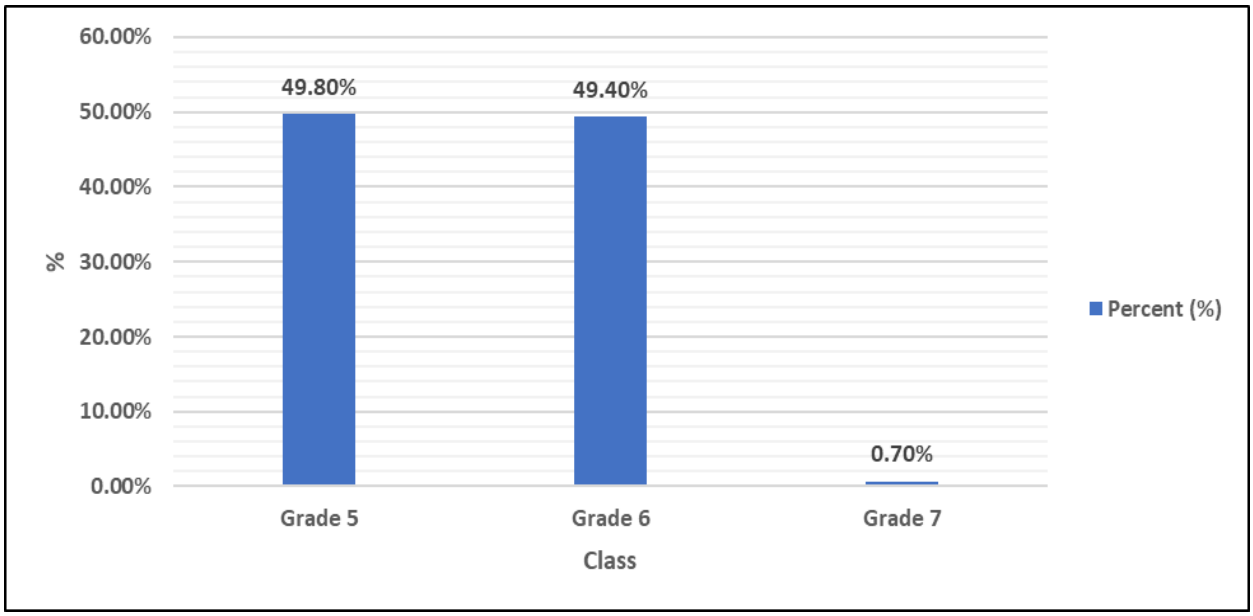
Mean	n	Std. Deviation
11.75 Years	271	4.023

According to the results in Table 5 the age of the pupils stood at the mean 11.75 years which is often the normal age for pupils in grades 5, 6, 7.

Distribution of Pupils in Classes

Results in Figure 3 show the distribution of pupils per class.

Figure 3 Distribution of Pupils per Class



According to the findings in Figure 3, 49.80%, 49.40% and 0.70% of grades 5, 6 and 7 respectively participated in the study. The higher representation of grade five and six pupils is a good sample representation of the study

School Type in Terms of Accommodation of Pupils

Table 6 indicates analysis of school type in terms of accommodation of students.

Table 6 School Type in Terms of Accommodation of Pupils

S/No.	School type	Frequency	Valid Percent	Cumulative Percent
1.	Boarding	8	3.0%	3.0
2.	Day	192	70.8%	73.8
3.	Mixed Day and Boarding	71	26.2%	100.0
Total		**271**	**100.0%**	

According to the findings, 3%, 70.8% and 26.2% of schools from which the sample was collected were from boarding, day and mixed day and boarding schools

respectively.

School Type in Terms of Sponsorship

Table 7 presents the school type as public or private. Analysed data on school type in terms of sponsorship is presented in Table 7.

Table 7 School Type in Terms of Sponsorship

T	School Type	Frequency	Percent (%)	Cumulative Percent
1.	Public	152	58.5%	56.1
2.	Private	108	41.5%	95.9
	Total	**260**	**100.0%**	

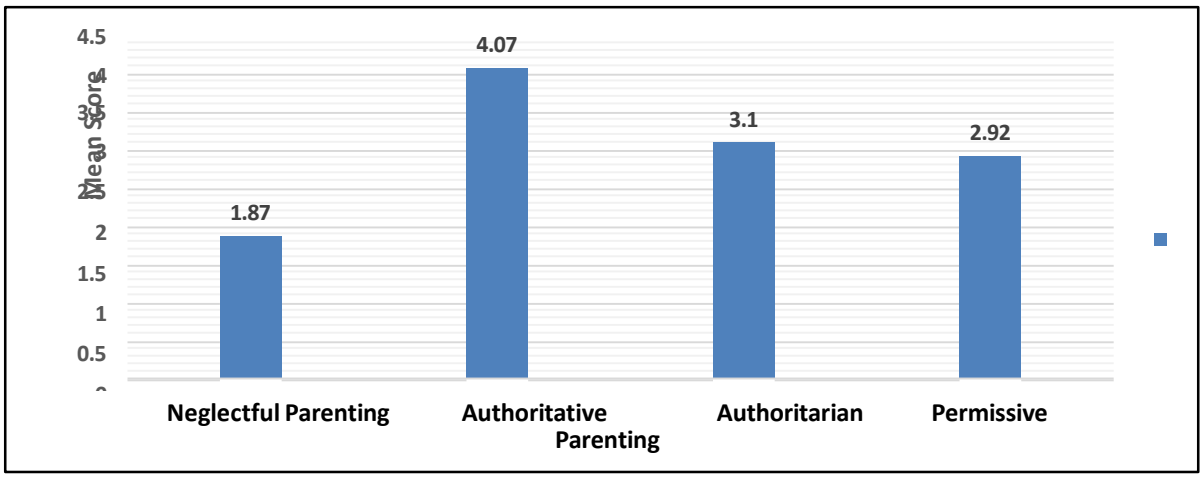
The results indicated in Table 7 on the schools from which respondents were sampled were composed of 152 (58.5%) and 108 (41.5%) from public and private respectively. This was a fair representation of each type of school.

Dominance of Parenting Styles among Parents of Pupils in Primary Schools

The first research objective sought to find out the prevalence of parenting styles among parents of pupils in primary schools in the Mavoko Sub County in Machakos County. Prevalence of parenting styles was rated using 20 items in a likert scale ranging from strongly disagree (1), disagree (2), no opinion (3), agree (4) and strongly agree (5). The number of items rating the various parenting styles was as follows; authoritative eleven items, neglectful one item, authoritarian four items, and permissive indulgent parenting style four items.

Using SPSS Version 28.0, the researcher used the responses obtained to compute a mean score and standard deviation which were used to rate the relative prevalence of each of the parenting styles. The findings on the prevalence of the different parenting styles are presented in Figure 1.

Figure 4 Dominance of Parenting Styles among Parents of Pupils in Primary Schools



From the results in Figure 1, authoritative parenting style was the most prevalent ($\bar{x}$=4.07) followed by authoritarian parenting style ($\bar{x}$=3.1). However, permissive parenting style had low prevalence ($\bar{x}$=2.92) while neglectful parenting had the least prevalent ($\bar{x}$=1.87) . The study therefore indicates that authoritative parenting style was the most commonly practiced style. The findings are consistent with findings of a study conducted by Cyril et al., (2016) in Australia who also reported authoritative parental style as the most common. Locally, the findings agree with studies by Mutuku et al. (2019) in Embu County and Ayiro et al. (2019) in Bungoma County who also rated authoritative and authoritarian as the most and second most prevalent parenting styles. According to Huang et al. (2018), there is a shift in parenting styles across generations in the course of time with younger and urbane parents adopting authoritative styles in which the study area being urbane is not exceptional.

Dominance of Dysfunctional Behaviours among Pupils in Primary Schools

Objective two of the study sought to establish the dominance of dysfunctional behaviours among pupils in primary schools in the Mavoko Sub County, Machakos County. To rate the prevalence of dysfunctional behaviours, the respondents were issued with 12 items in Likert scale ranging from Not at all (1), rarely (2), sometimes (3), almost always (4) and always (5). The items were phrased positively so that a higher score reflected a greater occurrence of dysfunctional behaviours among the pupil respondents. The researcher calculated the frequency, mean score, and standard deviation for each item. Additionally, a global mean score and standard deviation were computed for all 12 items combined to determine the overall incidence of dysfunctional behaviours. The mean scores ranged from a maximum of 5 to a minimum of 1 and were interpreted as follows: A mean score of 1.0 indicated "not at all," signifying no occurrence of dysfunctional behaviours; scores between 1.0 and 2.0 represented a very low incidence; scores from 2.0 to 3.0 indicated a moderate incidence; scores from 3.0 to 4.0 reflected a high incidence, while scores between 4.0 and 5.0 denoted a very high incidence of dysfunctional behaviours (Welch, 2010).The findings are presented in Table 8.

Table 8 Dominance of Dysfunctional Behaviours among Pupils in Primary Schools

		SD	**D**	**NO**	**A**	**SA**	**n**	$\bar{x}$	**s**
1.	I have been involved in bullying	158	46	46	9	12	271	1.79	1.11
2.	I have been involved in lying	45	64	138	14	10	271	2.56	.95
3.	I have been involved in fighting	151	36	63	8	12	270	1.87	1.14
4.	I have been involved in stealing/ theft	210	28	27	4	2	271	1.38	.78
5.	I have been involved in rioting	239	12	12	3	5	271	1.24	.75
6.	I have been involved in sexual violence	249	10	4	2	5	270	1.16	.66
7.	I have been involved in the use of illegal drugs	259	4	3	3	2	271	1.10	.52
8.	I have been involved in the use of cigarettes	255	7	4	0	4	270	1.11	.56
9.	I have been involved in the use of marijuana	253	8	5	1	2	269	1.11	.50
10.	I have been involved in the use of glue or petrol	249	11	6	2	3	271	1.15	.59
11.	I have been involved in truancy	248	11	5	2	4	270	1.16	.63
12.	I have used pornographic material	242	17	3	2	6	270	1.20	.70
	Aggregate mean score ($\bar{x}$=) Standard deviation (*s*)								

The results form Table 8 indicated that; bullying occurred to a low extent, ($\bar{x}$=1.79, s 1.11), fighting occurred to a low extent ($\bar{x}$=1.87, s 1.14), stealing/theft occurred to a low extent ($\bar{x}$=1.38, s .78), rioting occurred to a low extent ($\bar{x}$=1.24, s .75), sexual violence occurred to a low extent ($\bar{x}$=1.16, s .66), use of illegal drugs occurred to a low extent, ($\bar{x}$=1.10, s .52), use of cigarettes occurred to a low extent($\bar{x}$=1.11, s.56),use of marijuana occurred to a low extent ($\bar{x}$=1.11, s .50), use of glue/petrol occurred to a low extent($\bar{x}$=1.15, s .59), truancy occurred to a low extent ($\bar{x}$=1.16, s .63),and use of pornographic material occurred to a low extent($\bar{x}$=1.20, s .70). Perhaps the positive rating was due to the nature of self -reporting biased characteristic of questionnaire and sensitivity of the items, (Constantina, Demetrio and Cecilia (2015) posit that while responding to the items especially sensitive

questions a phenomenon called social desirability biased in which respondents tend to respond in a more sociable way. However, according to the findings, lying occurred to a moderate extent ($\bar{x}$=2.56, s .95). The same has been corroborated by the qualitative data as lying was mentioned by all respondents as dysfunctional behaviour. Additionally, fighting, bullying and truancy were also noted as a common occurrence by teachers. The findings are consistent with a report by the Department of Social Welfare in Ghana (2010) which cited lying, theft, fights and bullying as some of common dysfunctional behaviours. Similarly, Monda et al. (2018) cited stealing, fights and bullying as common occurrence among children.

Relationship between Parenting Styles and Dysfunctional Behaviour among Pupils

The third research objective sought to determine the relationship between parenting styles and dysfunctional behaviour among pupils in primary schools in Mavoko Sub County in Machakos County. To achieve this, the researcher computed a linear regression model for the independent variables (parenting styles) and the dependent variable (dysfunctional behaviours). When computing a regression model, the researcher computed prerequisite tests to ascertain that no violations of the conditions of linearity, independence of errors (no autocorrelation), normality of residuals, homoscedasticity, no multicollinearity, adequate sample size, no omitted variable bias and no measurement errors were safeguarded to ensure the validity, reliability, and accuracy of the results. The results have been presented in Table 9, 10, 11.

Table 9 Model Summary on Parenting Styles and Dysfunctional Behaviour

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.258a	.066	.052	.40806

a. Predictors: (Constant), Permissive Parenting Style, Neglectful Parenting Style, Authoritarian Parenting Style, Authoritative Parenting Style

Table 9 provides the R and R2 values. The R value of 0.258 shows a weak positive correlation between the independent and dependent variables, implying a significant linear relationship between parenting styles and dysfunctional behaviour. The R-squared value of 0.066 suggests that parenting styles only account for 6% of the variance in dysfunctional behavior meaning that there are other factors that need to be explored. The hypothesis that there is no significant relationship between parenting styles and dysfunctional behavior is therefore true.

Table 10 is the ANOVA results which report how well the regression equation fits the data (i.e., predicts the dependent variable) as shown below:

Table 10 ANOVA Table

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	3.100	4	.775	4.654	.001b
	Residual	43.627	262	.167		
	Total	46.727	266			

a. Dependent Variable: Dysfunctional Behaviours

b. Predictors: (Constant), Permissive Parenting Style, Neglectful Parenting Style, Authoritarian Parenting Style, Authoritative Parenting Style

Table 10 indicates that the regression model predicts the dependent variable significantly well. This is indicated by looking at the "Regression" row and go to the "Sig." column. This indicates the statistical significance of the regression model that was run. Here, $p < 0.05$, indicates that, overall, the regression model statistically significantly predicts the outcome variable (Dysfunctional behaviors) hence, it is a good fit for the data.

The coefficients in Table 11 provides the necessary information to predict whether parenting styles contributes statistically significantly to the model (by looking at the "Sig." column). Table 11 provides a summary of the coefficients.

Table 11 Coefficient of Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value Sig.
		B-significance level	Std. Error	Beta		
1	(Constant)	1.522	.212		7.188	.000
	Authoritative Parenting Style	-.133	.050	-.170	-2.683	.008
	Neglectful Parenting Style	.031	.017	.108	1.769	.005
	Authoritarian Parenting Style	.063	.029	.138	2.216	.028
	Permissive Parenting Style	.059	.030	.121	1.980	.049

a. Dependent Variable: Dysfunctional Behaviours

Data in Table 11 on coefficients showed that the regression coefficient on authoritative parenting style (-.133) was statistically significant ($p< 0.05$). The regression coefficient for authoritative parenting style indicates that there was a direct negative relationship between the extent of authoritative parenting style and dysfunctional behaviors. Specifically, for each one-unit increase in authoritative parenting style, the extent of dysfunctional behaviour is expected to decrease by 0.133 units. This suggests that more extensive or effective authoritative parenting contributes to a greater reduction in dysfunctional behaviour. The p-value associated with this coefficient is 0.008, which is well below the common threshold of 0.05 for statistical significance.

This means that the observed relationship between authoritative parenting style and the extent of dysfunctional behavior has not occurred by chance. The result was statistically significant, confirming that authoritative parenting has reliable and meaningful effect on dysfunctional behaviours. Indeed, Sahithya et al. (2019) in detailed search for the years 2000-2018 of research studies in developed western

countries such as European countries, the USA, Australia, Canada, and also in India found that authoritative parenting style was associated with functional behaviour and was recommended as the method to effectively check dysfunctional behavior among children. Supporting similar view, Tiwari (2022) posited that authoritative parenting is the best style for children's learning as it boosts self-esteem, develops social skills, democratic values and personality traits, and value discipline.

Further, the same Table 11 on coefficients showed that the regression coefficient on neglectful parenting style (.031) is statistically significant ($p< 0.05$). The regression coefficient for neglectful parenting style indicates that there is statistically significant relationship between the extent of neglectful parenting style and dysfunctional behaviors. Therefore, each one-unit increase in neglectful parenting style and respective increase in dysfunctional behaviour by 0.031 units did not occur by chance. The study therefore indicates that pupils brought up by neglectful parenting style are likely to be indisciplined. The findings concur with those of Mutunga, et al, 2023 negligent parenting style has a statistically significant influence on student discipline management ($\chi2=26.428$, df=1, $p=0.000<0.05$).

The study concludes that addressing negligent parenting behaviors is crucial for effective student discipline management in schools. Sharing similar view, Lutfi (2020) in a study conducted to analyze the factors that predispose adolescents to behave as delinquently in Turkey identified neglectful parenting as a factor. Similarly, a study by Huassain and Warr (2019) attributed delinquent behaviours such as aggression and truancy to neglectful fathers and mothers.

The same Table 11 on coefficients showed that the regression coefficient on authoritarian parenting style (.063) is statistically significant ($p< 0.05$). The regression coefficient for authoritarian parenting style indicates that there is a direct

positive relationship between the extent of authoritarian parenting style and dysfunctional behaviors. In particular, for each one-unit increase in authoritarian parenting style, the extent of dysfunctional behaviour is expected to increase by 0.063 units. This suggests that more extensive authoritarian parenting contributes to increased dysfunctional behaviour. The p-value associated with this coefficient is 0.028, which is well below the common threshold of 0.05 for statistical significance. This means that the observed relationship between authoritarian parenting style and the extent of dysfunctional behavior have not occurred by chance.

The result is statistically significant, confirming that authoritarian parenting has reliable and meaningful effect on dysfunctional behaviours. The findings are consistent with observation of Sarwar (2016) and Buliva (2017) who reported positive significant relationship between authoritarian parenting style and delinquent behaviours. They argued that authoritarian parents instill fear, resentment among children resulting to rebellion and delinquent behaviour. Further, Hodulo (2022) on a study on the influence of parenting styles on delinquent behaviour of children in rehabilitation schools, a significant positive relationship between authoritarian parenting style and delinquent behaviour of children was reported. The study also pointed out that authoritarian parenting style is associated with low esteem, drug and substance abuse and aggression.

Further Table 11 on coefficients showed that the regression coefficient on permissive parenting style (.059) is statistically significant ($p< 0.05$). The regression coefficient for permissive parenting style show that there is a direct positive relationship between the extent of permissive parenting style and dysfunctional behaviour. In particular, for each one-unit increase in permissive parenting style, the extent of dysfunctional behaviour is expected to increase by 0.059 units. This

suggests that more extensive permissive parenting contributes to increased dysfunctional behavior. The p-value associated with this coefficient was 0.049, which is well below the common threshold of 0.05 for statistical significance.

This means that the observed relationship between permissive parenting style and the extent of dysfunctional behavior have not occurred by chance. The result was statistically significant, confirming that permissive parenting has reliable and meaningful effect on dysfunctional behaviours. The results were consistent with the findings in Pakistan by Rivzi and Najam (2015) who found a significant association between permissive parenting and emotional as well as behavioral problems facing. The findings are also consistent with the findings in Kenya in a research by Kagoya (2019) who reported a significant association between permissive parenting style and delinquent behaviors such as aggression, truancy and drug and substance abuse.

Intervention Measures that should be put in Place to Support Pupils in Primary Schools

The fourth research objective sought suggestions on the intervention measures that should be put in place to support pupils in primary schools exhibiting dysfunctional behaviours in the Mavoko Sub County, Machakos County. Teachers were asked how they deal with dysfunctional behaviours. The respondents were unanimous that to deal with dysfunctional behaviour, guidance and counselling, parental involvement, mentorship administering punishment were used. One of respondents explained; *We have guidance and counselling twice per week and we also have termly stakeholder engagement especially with parents to deal with emerging delinquencies*. *Another respondent pointed out that; guiding and counselling and parental engagement have become the pillar of addressing*

dysfunctional behaviour considering that corporal punishment has been outlawed (Interviewee 11, 2023). On effectiveness of the interventions, the respondents were unanimous that the interventions employed have been effective in managing dysfunctional behaviours.

The respondents were asked what other measures that can be put in place as an intervention to deal with dysfunctional behaviour. A thematic analysis of the responses reveals that guiding and counselling, motivation of pupils and strengthening of parental engagements as meaning intervention to deal with dysfunctional behaviour. Firstly, schools can improve on guidance and counselling by introducing peer counselling, enhancement of group counselling, inviting guiding and counselling experts as well as spiritual leaders. One of the respondents expounded that; *peer counselling is yet to effectively take root in primary schools yet it can be a good intervention measure. Further, invitation of guiding and counselling experts would elevate school-based counselling to expert level*.

Another respondent added that enhancing partnership *between spiritual leaders especially the sponsors of the school in guidance and counselling may go a long way in dealing with dysfunctional behavior*. Another respondent elaborated; *Incorporation of spiritual leaders in guidance and counselling has potential to moulding the behaviour of learners (Interview 6, 2023)*. The importance of strengthening guidance and counselling to mould behaviour of pupils has been supported by findings of Kuria (2024) who advised that schools need to strengthen guidance and counselling programmes such as peer counselling and engaging guidance and counselling experts to mould the behaviour of learners. Similarly, Njoroge (2025) supported the centrality of church sponsored guidance and counselling as well as pastoral programmes to mould behaviour of students.

The study also found that motivation of students through tangible and non-tangible rewards has potential to curb dysfunctional behaviour and indiscipline.

According to respondents giving rewards to pupils inform of gestures, expressions, adding scores and giving compliments or praise or applause, books and pens for obeying school rules discourages dysfunctional behaviour and promotes discipline. The findings are consistent with findings in a study conducted by Boateng eta al. (2022) in Ghana on the influence of rewards on pupil's discipline. The scholars reported that motivation of pupils through rewards encourages respect for school rules, class attendance and promotion of good behavior in general. Supporting similar view Wahyuni (2021) posits that students become happy, diligent, enthusiastic for learning increases and are more motivated in the classroom environment which is critical to maintaining discipline.

Conversely, studies by Kambuga (2017), and Simuforosa and Rosemary (2014) concluded that low parent's involvement in school management may result to increased indiscipline cases such as truancy, alcoholism, unacceptable sexual relationships, violation of dressing code and lack of respect for the school authority, which further attests the need for parental engagement if dysfunctional behavior among pupils is to be managed. Another critical factor that was identified by respondents that schools can use as intervention measure is constructive parental engagement. The respondents pointed out the need for enhanced parental engagement to mitigate against dysfunctional behaviour. Particularly, conducting of regular meetings with parents, empowering parents to monitor behaviour of pupils at home and keeping parents abreast of their children behavior. On a similar vein, Masabo et al. (2017) argued that parents play a vital role in improving their discipline, while Nyembeke (2016) posited that parental involvement in managing students' discipline

helps schools create safe environment for the teaching and learning of students.

Respondents were asked about the effective interventions that parents can take to make their children disengaged from dysfunctional behavior. From thematic analysis, parents need to provide parental guidance and counselling, role modelling as well as open channels for communication with children. The respondents pointed out parental guidance is very critical because it is at family level that values are nurtured through socialization process. One of the respondents argued; *if parents can play their rightful role in guiding and counselling their children, dysfunctional behaviours can be arrested forthwith (Interviewee, 8, 2023)* The findings resonate with the views of Habyarimana (2018) who conducted a study entitled 'Parental involvement and Students' discipline in Twelve-Year Basic Education Schools in Rwanda' and reported that parental guidance moulds students' discipline.

Similarly, Esheti (2014) pointed out that head teachers in Ethiopian schools use parents to guide their children on breaches of discipline such as, verbal abuse, threat and intimidation of other students as well as on supply or use illegal drugs. Additionally, Mbaki (2018) on family factors influencing parental involvement in management of student discipline in public day schools in Kitui County identified parental guidance as strategic and corporate effort to manage discipline among children both at school and home as well. Another study by Lena and Fedha (2018) also identified parental guidance and counselling as critical role in enhancing discipline among students. Role modelling is another strategic intervention the present study identified to the improvement and management of student discipline. According to the respondents, when parents role model positively, the implanted virtues and values are reflected in the children almost permanently.

One of the respondents argued; it is crystal clear children from families

where parent role model positive behaviour tend to be more disciplined and the reverse is true. Moreover, children tend to copy parental behaviours such as drug and substance abuse, taking alcohol and aggressiveness from parents. Another respondent elaborated that*; parents may passively influence their children to take drugs through their behaviours since they stand as role models. Children will look up to parents for guidance on good behaviours. For instance, if a partner drinks and abuse the other partner, the child may end up behaving likewise because to them this reflects a standard behaviour (Interviewee, 3).*

The findings resonate with a report by the National Authority for the Campaign Against Alcohol and Drug Abuse (NACADA) (2015) which pointed out that many parents are playing referee when their children are involved in drugs use and trafficking, to mean that the parents do not mind even when they see their children in antisocial behaviours, instead, they defend and shield them, pointing at the importance of role modeling in determining how children behave. Conversely, according to Babiriisa (2023) in a study on parental roles in management of pupils' discipline in primary school in Tanzania, children also role model positive behaviuor which promotes discipline in school. In extrapolation of above views, Bandura (2022) concluded that children are greatly influenced by what they see their parents do, considering that observation is a very powerful influence on children behavior.

Open communication between parents and children as well as with teachers is another intervention to curb dysfunctional behavior that was cited by respondents. According to the findings, having open communication between parents and children on one hand and with teachers on the other provides seamless monitoring of pupil's behaviour. Otherwise, when effective communication lacks, the respondents pointed at likely exacerbation of dysfunctional behaviour. One of the respondents argued;

Most of the parents hardly conduct regular communication with school and making follow up on their children discipline status until they receive disciplinary letters from school when something happens to their children (Interviewee 8, 2023). The findings are consistent with the views of Owino (2023) who posited that frequent communication between the school and parents ensures efficient discipline monitoring and follow up necessary for discipline performance. Results from respondents also indicated the importance of positive communication between children and their parents.

One of the respondents pointed out that when there is communication breakdown between parents and children, risky behaviours are likely to occur. One of the respondents emphasized that; *through effective communication, the parents can correct the behavior of the child in an approachable way. Giving them full attention, acknowledgment and having words of affirmation will make the child feel loved, supported, appreciated, capable, as well as cared for which promotes appropriate behaviour among children*. The results are consistent with findings of Kapetanovic et al. (2020) who posited that positive interaction between adolescents and their parents, facilitated by open communication is one of the key aspects of adolescent development with potential to check risky and dysfunctional behaviors. Further, supporting the same view, Aryani (2020) posited that effective communication based on openness and positive support for children is good so that children can properly accept what parents say.

Chapter Summary

The results and findings of the study were discussed in this chapter. Figures and tables were used in the discussion against the specific objectives. Problem Behaviour Theory and Ecological Systems Theory tied in to the results and discussion as the

different systems were in line with them. Thematic analysis of the interview schedule was also used in the discussion of the results.

Chapter Five: Summary of Findings, Recommendations, areas for further Research and Conclusion

Introduction

In this chapter, a summary of findings, conclusions and recommendations from the results are presented. The study investigated the relationship between parenting styles and dysfunctional behaviours among pupils in selected primary schools in Mavoko Sub- County in Machakos County, Kenya. The chapter also presents the conclusion of the study, recommendations and suggestions for further studies.

Summary of the Findings

The summary of findings is presented according to the four study objectives which sought to; find out the dominance of parenting styles among parents, establish the dominance of dysfunctional behaviours among pupils, determine the relationship between parenting styles and dysfunctional behaviour among pupils and to suggest intervention measures that should be put in place to support pupils in primary schools exhibiting dysfunctional behaviours, in Mavoko Sub County, Machakos County, Kenya.

Dominance of Parenting Styles among Parents

The first objective sought to examine the dominance of parenting styles. From the findings presented in Figure 1, authoritative parenting style was the most dominant ($\bar{\chi}$=4.07) followed by authoritarian parenting style ($\bar{x}$=3.1). However, permissive parenting style had low prevalence ($\bar{\chi}$=2.92), while neglectful parenting was the least dominant ($\bar{x}$=1.87). From these results, parents in Mavoko Sub County,

Machakos County mainly use authoritative parenting style, followed by authoritarian, permissive indulgent and lastly negligent parenting style. Parenting styles have been known to be a crucial factor in shaping how children grow up (Githuka, J., 2023). When parents are actively involved in their children's lives by making them feel understood and providing for them, they prevent their children from getting involved in dysfunctional behaviours like petty theft and other minor crimes.

Dominance of Dysfunctional Behaviours among Pupils

The findings of the second objective were on the dominance of dysfunctional behaviours among pupils. According to results in Table 8 representing the views of students bullying, fighting, stealing/ theft, rioting, sexual violence, use of illegal drugs, use of cigarettes, the use of marijuana, use of glue or petrol, truancy and watching pornographic material occurred to a low extent as the items represented a low mean ($\bar{x}<2$). Lying is the only dysfunctional behaviour which occured to a moderate extent ($\bar{\chi}=2.56$). However, according to teachers, in addition to lying, fighting and truancy was a common dysfunctional practice

Relationship between Parenting Style and Dysfunctional Behaviour

The third objective sought to examine the relationship between parenting style and dysfunctional behaviorists.

Firstly, the relationship between parenting styles and dysfunctional behaviours was calculated. The result in Table 9 indicated an R value of 0.258 which showed a weak positive correlation between the independent and dependent variables, the R-squared value of 0.066 suggested that parenting styles only account for 6% of the variance in dysfunctional behavior meaning that there are other factors

that need to be explored. These factors include domestic violence (which can be emotional, sexual, or physical) poverty, high stress, alcohol use continuously, divorce and member to member conflict in families (Miftahul J. et al, 2023). Secondly, the relationship between each independent and dependent variable was calculated using linear regression and the results were presented in Table 10. The results indicated a direct significant negative relationship between authoritative parenting style and dysfunctional behaviours (-.1.33; P<0.05), which means for each one-unit increase in authoritative parenting style, the extent of dysfunctional behaviour is expected to decrease by 0.133 units.

Thirdly, the relationship between neglectful parenting and dysfunctional behaviour was calculated as indicated in Table 11. Regression analysis indicated a direct and significant relationship between the variables (031; p< 0.05). Therefore, each one-unit increase in neglectful parenting style and respective increase in dysfunctional behaviour by 0.031 units, did not occur by chance and therefore neglectful parenting contributes to dysfunction behavior among pupils. Fourthly, same Table 11 on coefficients showed that the regression coefficient on authoritarian parenting style (.063) was statistically significant (p< 0.05) indicating a direct relationship between the extent of authoritarian parenting style and dysfunctional behaviors. In particular, for each one-unit increase in authoritarian parenting style, the extent of dysfunctional behaviour was expected to increase by 0.063 units. This suggests that more extensive authoritarian parenting contributes to increased dysfunctional behaviour.

Fifthly, on the same Table 11 on coefficients showed that the regression coefficient on permissive parenting style (.049) was statistically significant (p< 0.05). The regression coefficient for permissive parenting style showed that there was a

direct positive relationship between the extent of permissive parenting style and dysfunctional behaviour. In particular, for each one-unit increase in permissive parenting style, the extent of dysfunctional behaviour was expected to increase by 0.049 units. This suggests that more extensive permissive parenting contributes to increased dysfunctional behavior.

Intervention Measures

Firstly, the respondents were unanimous that to deal with dysfunctional behaviour, guidance and counselling, parental involvement, mentorship, administering punishment were used and considered very effective in managing dysfunctional behaviour among the pupils. Secondly, the findings also indicated that further measures that can be put in place to improve on dealing with dysfunctional behaviour include; strengthening of guiding and counselling programmes including inviting experts, motivation of pupils and strengthening of parental engagements as well as engaging school sponsors for spiritual guidance. Lastly, parents need to provide parental guidance and counselling of their children, play positive role modelling as well as open channels for communication with children to deal with dysfunctional behaviour.

Conclusion

i. Fighting, lying and theft are the most prevalent dysfunctional behaviours among pupils.
ii. Authoritative parenting is the most prevalent form of parenting style followed by authoritarian, permissive and lastly neglectful
iii. There is a weak correlation between parenting styles and dysfunctional behaviour

with significant negative correlation between authoritative style and dysfunctional behaviour. Lastly, positive and significant relationship between authoritarian, permissive and neglectful parenting and dysfunctional behavior.

iv. Guidance and counselling, parental involvement, mentorship, administering punishment were used and considered very effective in managing dysfunctional behaviour among the pupils in school, this was according to the responses given in the interview schedule by the teachers. Additionally, schools can improve dealing with dysfunctional behaviours by strengthening guidance and counselling programmes, motivation of pupils and strengthening of parental engagements as well as engaging school sponsors for spiritual guidance. Lastly, parents can guide and counsel their children, play positive role modelling as well as open channels for communication with children to deal with dysfunctional behaviour.

Recommendations of the Study

The study made the following recommendations:

i. Parents should be sensitized on parenting styles and especially be encouraged to adopt authoritative parenting styles to effectively deal with dysfunctional behaviour of their children.

ii. Schools should strengthen guidance and counselling programs, enhance motivation of students, strengthening parental engagements as well as engage school sponsors for spiritual guidance to effectively deal with dysfunctional behavior.

iii. Parents should enhance parental guidance, positively role model as well as open communication channels with their children

iv. The government should make it a policy for every parent and teacher to be trained on the authoritative parenting style through the Ministry of Education

Suggestions for Further Studies

i. A similar study should be replicated in secondary schools to find out what causes dysfunctional behavior in secondary schools.

ii. A study should be done on the role of guidance and counselling programs in dealing with dysfunctional behaviour in primary schools this is because this study has shown that guidance and counselling is the principal way that schools deal with dysfunctional behaviour.

iii. A study should be done on the role of sponsors in dealing with dysfunctional behaviour in schools. This is because they are the financiers of schools and thus have a lot of influence on what happens in them

Chapter summary

A summary of findings, conclusions and recommendations were presented in this chapter. The findings were summarized against the specific objectives of the study. There were also given suggestions for further studies.

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Appendices

Appendix I: Letter of Introduction

Pan Africa Christian University

P. O. Box 56875-00200

Nairobi, Kenya

August, 2023.

Dear Respondent,

RE: Request To Carry Out a Research Study

My name is Lucy Ndirangu, a student at PAC University pursuing a Masters degree in Marriage and Family Therapy. I am doing a research on **"The relationship between parenting styles and dysfunctional behaviours in Mavoko Sub County, Machakos County, Kenya".** The study is in partial fulfillment of the award of the degree. I therefore request for your participation in the study which will go a long way in making it a success.

Kindly, respond to the questions as accurately as possible. Your identity and the information provided will be treated with utmost confidentiality and will be used for this academic research only. Your participation and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Lucy Ndirangu

Appendix II: Parental Informed Consent Form

Parental Informed Consent Form

Investigator: Lucy Ndirangu

PURPOSE OF THE STUDY

Your child is invited to take part in a research study. But before you accept, we would like to help you understand the research and what participation you will be involved in. Please read through this informed consent and feel free to let us know if you need some clarifications.

STUDY PROCEDURES

Should you wish your child to participate, s/he will answer a series of questions on parenting styles and dysfunctional behaviour.

We will be asking about 400 pupils to take part in this study.

You need not worry about privacy as we will not share the information we have gathered from this study.

DURATION

This study will take more or less 10 minutes per pupil.

VOLUNTARY PARTICIPATION

Please understand that your child's participation here is purely voluntary. You will decide whether your child will participate or not. In case you decide for them to participate, you will be required to sign the consent form as an affirmation of their participation. Should you decide to withdraw your child during the study, please do inform us. Your child's withdrawal will not affect your relationship with us. In case you withdraw your child from this study before completion of the data collection, all information, including the consent will be deleted.

Signed_____ Date_____

Appendix III: Pupil's Questionnaire

Kindly answer the questions that follow

Part 1: Demographic Information

1. Gender Male ( )

   Female ( )

2. Age……

3. Class Grade 5 ( )

   Grade 6 ( )

4. School type in terms of accommodation of pupils

   Boarding ( )

   Day ( )

   Mixed day and boarding ( )

5. School type in terms of sponsorship

   Public ( )

   Private ( )

Part 2: Prevalence of Different Parenting Styles

This section finds out about the parenting style used by parents

Please indicate the extent to which you agree with the following statements about your parents by putting a tick or a mark in the appropriate box.

Example

	Strongly Agree	**Agree**	**Neutral/No opinion**	**Disagree**	**Strongly Disagree**
My parents joke and play with me		*			

This is authoritative parenting style.

		Strongly Agree	Agree	Neutral/No opinion	Disagree	Strongly Disagree
1.	My parents praise me when I am good					
2.	My parents are responsive to my feelings and needs					
3.	My parents give me comfort and understanding when I am upset					
4.	My parents allow me to input into the family rules					
5.	My parents explain to me how they feel about my good and bad behaviour					
6.	My parents emphasize the reasons for rules					
7.	My parents explain the consequences of misbehaviour					
8.	My parents encourage me to freely express myself even when I don't agree with them					
9.	My parents have warm and intimate times together with me					
10	My parents show respect for my opinions by encouraging me to express them					
11	My parents do not care about what I do					
12	My parents use physical punishment as a way of disciplining me					
13	My parents state punishment to me but do not actually do them					

14	My parents give into me whenever I cause a commotion about something					
15	My parents spoil me with gifts					
16	My parents take my preferences into account when making plans for the family					
17	My parents punish me by taking privileges away from me without any explanation					
18	My parents yell and shout when I misbehave					
19	My parents scold and criticize me when my behaviour doesn't meet their expectations					
20	My parents threaten me with punishment more often than they actually give it					

Part 3: Prevalence of Dysfunctional Behaviours

Using the scale below please fill in the corresponding number that agrees with your answer to the questions below.

1	2	3	4	5
Not at all	Rarely	Sometimes	Almost always	Always

Example

	1	2	3	4	5
I have been involved in cheating			*		

This shows that the respondent has been involved with cheating sometimes.

	Item	Rating				
		1	2	3	4	5
1.	I have been involved in bullying					
2.	I have been involved in lying					
3.	I have been involved in fighting					
4.	I have been involved in stealing/ theft					
5.	I have been involved in rioting					
6.	I have been involved in sexual violence					
7.	I have been involved in the use of illegal drugs					
8.	I have been involved in the use of cigarettes					
9.	I have been involved in the use of marijuana					
10	I have been involved in the use of glue or petrol					
11	I have been involved in truancy					
12	I have used pornographic material					

Statements Table

	Statement	Scale
1.	My parents praise me when I am good	Authoritative
2.	My parents are responsive to my feelings and needs	Authoritative
3.	My parents give me comfort and understanding when I am	Authoritative
4.	upset	Authoritative
5.	My parents allow me to input into the family rules	
	My parents explain to me how they feel about my good and	Authoritative
6.	bad behaviour	Authoritative
7.	My parents emphasize the reasons for rules	Authoritative
8.	My parents explain the consequences of misbehavior	Authoritative
	My parents encourage me to freely express myself even when	
9.	I don't agree with them	Authoritative
10.	My parents have warm and intimate times together with me	Authoritative
	My parents show respect for my opinions by encouraging me	
11.	to express them	Neglectful
12.	My parents do not care about what I do	Authoritarian
13.	My parents use physical punishment as a way of disciplining	Permissive
14.	me	Permissive
	My parents state punishment to me but do not actually do	
15.	them	Permissive
16.	My parents give into me whenever I cause a commotion about	
	something	Authoritative
17.	My parents spoil me with gifts	
	My parents take my preferences into account when making	Authoritarian
18.	plans for the family	Authoritarian
19.	My parents punish me by taking privileges away from me	
	without any explanation	Authoritarian
20.	My parents yell and shout when I misbehave	
	My parents scold and criticize me when my behaviour doesn’t	Permissive
	meet their expectations	
	My parents threaten me with punishment more often than they	
	actually give it	

Appendix IV: Teacher's Interview Schedule

What are the most common dysfunctional behaviours in your school?

For example: bullying, lying, fighting, theft, rioting, sexual violence, illegal drugs, use of cigarettes, marijuana, glue, petrol, truancy, use of pornographic material, any other.

……

……

……

……

How does your school deal with dysfunctional behaviours?

……

……

……

……

……

…… How effective are these interventions in your opinion?

Slightly effective, moderately effective, greatly effective, not effective at all.

……

……

……

……

……

……

What other intervention measures should the school put in place to deal with dysfunctional

behaviours?.....

……

……

……

What should parents do so that their children do not get involved in dysfunctional behaviours……

…

……

……

……

……

……

……

Thank you

Appendix V Authorization to carry out research

REPUBLIC OF KENYA

FORWARDED
SUB-COUNTY DIRECTOR OF EDUCATION
ATHI RIVER
P. O. Box 114 - 00204, ATHI RIVER

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **172439**

Date of Issue: **30/April/2024**

RESEARCH LICENSE



This is to Certify that Ms.. Lucy Wanjiku Ndirangu 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 Machakos on the topic: Relationship Between Parenting Styles and Dysfunctional Behaviour among pupils in Mavoko Sub County, Machakos County for the period ending : 30/April/2025.

License No: **NACOSTI/P/24/35152**

172439

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

Appendix VI Ethical review board report

ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/142/2024 **Date: 5th April 2024**

TO: Lucy Ndirangu
Pan African Christian University

Dear Lucy,

==========

REF: Relationship between Parenting Styles and Dysfunctional Behaviors among Pupils in Selected Primary Schools in Mavoko Sub-County in Machakos County, Kenya

==========

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 151, for the period between 5th April 2024 – 5th April 2025 (1 year).**

This approval is subject to compliance with the following requirements;

i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
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 SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or

the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* 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 SPU- Institutional Scientific Ethics Review Committee.

viii. Please note that it is within the ISERC's mandate to monitor your research and to do random visits to the site. All research is subject to post approval monitoring.

Prior to 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. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

