

**PARENTING PRACTICE AND PROBLEM BEHAVIOR AS PREDICTORS OF  
ACADEMIC DISENGAGEMENT AMONG FORM TWO STUDENTS IN MOMBASA  
COUNTY, KENYA**

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## **DECLARATION**

I declare that this proposal is my original work and has not been presented in any other university/ institution for consideration of any certification. This research proposal has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>APA</b>	American Psychological Association
<b>EFA</b>	Exploratory factor Analysis
<b>EPB</b>	Externalizing Problem Behavior
<b>IPB</b>	Internalizing Problem Behavior
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>KMO</b>	Kaiser-Meyer-Olkin
<b>MOE</b>	Ministry of Education
<b>NACADA</b>	National Authority for the Campaign Against Alcohol and Drug Abuse
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>NCRC</b>	National Crime research Centre
<b>NSSE</b>	National Survey on School Engagement
<b>OCHA</b>	Office of Coordination Humanitarian Affairs
<b>PA</b>	Parents Association
<b>PB</b>	Problem Behavior
<b>SLT</b>	Social Learning Theory
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UN</b>	United Nations
<b>YSR</b>	Youth Self-Report

## ABSTRACT

Disruptive behaviors such as arson attacks and violence are a common phenomenon in secondary schools. Problem behavior is a matter of concern among secondary school students and creates a vicious cycle as adolescents are likely to get involved in academic disengagement and ultimately drop out of school. Students losing interest in the academic domain is of great concern in Mombasa County, this is inferred from diverse indicators of absenteeism, delinquency and dropout. Several studies have been conducted in different counties in Kenya on factors affecting problem behavior and academic disengagement, however despite the many studies cases of academic disengagement are on the rise. In Mombasa County, parenting practices and problem behavior have received little attention as predictors of academic disengagement. The specific objectives of the study were; to examine the extent to which problem behavior mediates relationship between parenting practice and academic disengagement among form two students. The study was anchored on triadic theory, social learning theory and problem behavior theory. Correlational design and quantitative methodology were used to investigate the objectives. The target population was all the 3286 students in Mvita Sub-County at year two of study in secondary schools. Purposive, stratified and simple random sampling techniques will be utilized to select the sample size. The sample size of the study was 640 students (320 girls and 320 boys). Pilot study included 80 students from two different schools (boys' and girls' schools). Self-report questionnaires were used to collect data. Regression and mediation analyses were conducted to determine the interrelationships between parenting practices, problem behavior and academic disengagement. Parenting practice and academic disengagement have a negative and significant relationship,  $r(618) = -.266$  ( $p=0.015 < 0.05$ ). Problem behaviour and academic disengagement have a positive and significant relationship,  $r(618) = .483$  ( $p=.000 < 0.05$ ). The beta coefficient for parenting practice was  $-.022$  and  $p=.054$  while that of problem behaviour was  $.486$  ( $p=.000$ ), problem behavior thus mediates the relationship between parenting practice and academic disengagement. Parenting practices characterized by affection, support, effective communication, behavioral control, encouragement of autonomy was negatively associated with problem behavior while psychological control and coercive parenting practices were positively associated with problem behavior. Anxiety, anger, disruptive behaviors and aggression amongst other problem behaviors contribute to learner's conflicts with peers and teachers, disliking of the school, absenteeism, non-participation to co-curricular activities, rule breaking, and violence and bullying. Externalizing problem behaviors are related to delinquency, truancy, aggression and violence in schools while internalizing problem behaviors are associated with skipping of classes, emotional disengagement. The findings inform parents about effective parenting strategies to promote positive behavior and academic engagement in their children. The study provides insights in developing interventions targeting student who exhibit problem behavior or academic disengagement. The study also provides insights to education stakeholders in adopting policies and strategies that encourage greater parent involvement in education activities.

# CHAPTER ONE

## INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.1 Introduction

This section states the background of the study, problem statement, research objectives of the study, gives the significance of the study, outlines the limitations delimitations, and assumptions. The last section introduces the theoretical and conceptual framework and provides operational definitions.

### 1.2 Background of the Study

Academic disengagement is a multidimensional construct comprising behavioural, emotional, and cognitive dimensions. Behavioural disengagement is characterised by reduced participation in curricular activities, disruptive conduct, chronic lateness, absenteeism, and diminished attention during instruction (Abbasi et al., 2023). Cognitive disengagement refers to minimal effort investment in mastering academic content and skills, while emotional disengagement manifests as negative affect toward the school environment, including disinterest in learning, boredom, anxiety, and alienation from teachers and peers (Danacı & Totan, 2024). Together, these dimensions contribute to a decline in students' motivation and academic persistence, and they often precede school dropout and related adverse outcomes.

Across the African continent, secondary school dropout rates remain considerably higher than in Europe and North America. This disparity is largely attributed to socio-economic constraints, inadequate infrastructure and inconsistent implementation of compulsory education policies. However, substantial intra-continental variations exist, with some regions demonstrating greater resilience and policy enforcement than others. Common manifestations of disengagement among high school learners include truancy, delinquency, substance use, and crime involvement (Mbithi et al., 2023).

Academic disengagement often begins subtly with poor self-management practices, such as lateness, lack of preparedness, or incomplete assignments, and may progress to chronic absenteeism and eventually to dropout. Empirical evidence demonstrates that academic disengagement during adolescence is strongly associated with problem behaviour, encompassing both internalising and externalizing behaviours (da Fonseca et al., 2024). School disengagement predicts a range of adverse outcomes including poor academic performance, substance use, antisocial conduct, and teenage pregnancy and its effects persist into adulthood, manifesting as job instability, criminality, and social maladjustment. Consequently, disengagement poses long-term challenges for individual well-being and national development.

Problem behaviour such as violence, vandalism, and aggression significantly predicts behavioural disengagement and undermines academic adjustment. Disengaged learners typically exhibit low motivation to study, diminished academic self-concept, and heightened susceptibility to maladaptive peer influences (Fan et al., 2024). These patterns create a cyclical relationship between problem behaviour and disengagement, in which each reinforces the other, increasing the likelihood of dropout and poor psychosocial outcomes.

Parenting practices constitute one of the most influential proximal determinants of adolescents' behavioural and academic development. Contemporary research demonstrates that parenting characterised by neglect, inconsistent discipline, low responsiveness, and excessive control correlates positively with externalising and internalising problems among adolescents in high school (Khisra & Kingo'ri, 2025). Conversely, parenting that integrates warmth, responsiveness, behavioural monitoring, and autonomy support predicts lower levels of problem behaviour and higher academic engagement (Dotterer, 2025). Effective parenting thus provides an essential socialisation mechanism that promotes self-regulation, social competence, and scholastic persistence.

Parents who consistently communicate moral values, social norms, and behavioural standards tend to mitigate the emergence of problem behaviour, as adolescents internalise these values (Maua, Macharia, & Ntarangwe, 2025). Warm and structured parent–child relationships are further associated with enhanced academic engagement and reduced involvement in delinquent behaviour (Mbithi et al., 2023). Authoritative parenting which combines emotional support with clear expectations remains a strong predictor of positive academic and behavioural outcomes across diverse contexts, although cultural differences in the expression and impact of parenting practices persist (Dotterer, 2025; Nyabuto, 2025).

Authoritative parenting practices are linked with positive outcomes in USA and UK while authoritarian parenting styles are associated with deviant behaviors. In contrast, Taiwan registered the exact opposite with authoritative parenting style leading to deviant behaviors while authoritarian parenting practices yielding positive outcomes (Huang et. al. 2017). Parents of Asian origin living in the USA combine warmth with harshness and high demandingness due to the discriminatory environments and harsh neighborhood thus enabling the adolescents to navigate peer influences to register positive academic and behavior outcomes (Carlo et al., 2018). An indication that parenting practices on developmental outcomes vary across cultures.

A study by Witbooi (2019) on exploring parental support on disengaging primary learners in China, established that learner disengagement is both a societal and educational problem that stakeholders should counter intensively since it leads to school dropouts thus has associated social costs. Parental support and warmth for children propel them through the various academic challenges, thus parent’s duty in child’s education is a key factor for their academic achievement and reduces the chances of dropout and behavioral disengagement.

Mutuku et. al. (2019) studied parenting styles and problem behavior among adolescents in Mbooni, Kenya and established that parents who exhibit warmth, monitor behavior, practice

discipline and non-coercive ways have a negative effect on development of problem behavior among adolescent in secondary schools. Adolescents from parents who exhibit authoritarian, neglectful and permissive parenting practices exhibited behavior problems.

A study by Wambugu and Karimi, (2022) established that paternal involvement was negatively associated with deviant behaviors among adolescent in Nairobi County. Paternal availability, control, interaction and responsibility reduces the propensity of adolescents developing deviant behaviors. Parents play a vital part in prevention of behavior problems for effective engagement of learners in school activities. Parental involvement in day-to-nday activities of their children have a better understanding of their children and hence closely follow up their children's expectations in school (Koech, 2019).

### **1.3 Statement of the Problem**

Academic disengagement in Kenyan secondary schools remains a persistent concern, manifested through absenteeism, truancy, delinquency, depression, bullying, disruptive behavior and minimal effort in cognitive activities. These manifestations reflect behavioural, emotional, and cognitive withdrawal from schooling, often resulting in poor academic achievement and school dropout (Mutua, Ngala, & Kiplangat, 2023). The problem is further compounded by escalating rates of indiscipline and deviant behavior, which interfere with the learning environment and students' academic progress.

Nationally, recent data from KNEC-MLA (2021) revealed that 97.5 percent of sampled secondary schools across 30 counties reported cases of indiscipline, with lateness (38.5 percent), truancy (23.2 percent), and premarital sex (25.5 percent) being the most prevalent. The report further indicated that boys exhibited higher levels of indiscipline than girls, while Form Two students recorded the highest rates of misconduct. For boys, truancy was at 26.9 percent, low academic achievement at 28.2 percent, and drug and substance abuse at 16.6

percent, whereas girls recorded dropout rates of 26.6 percent and low academic achievement at 13 percent. The main factors attributed to these patterns included inadequate parental engagement, lack of school fees, and insufficient learning resources (KNEC-MLA, 2021).

The Ministry of Education (2021) identified absenteeism as a major challenge in Mombasa county, with 42.6 percent of learners regularly missing classes and 18.4 percent involved in substance abuse. The situation is particularly acute in urban sub-counties such as Mvita, where a majority of learners are day scholars exposed to multiple social distractions and limited parental supervision (Mbithi et al., 2023). Local reports further document the growing participation of adolescents aged 12 to 18 in criminal gangs, with many of them either having dropped out of school or exhibiting chronic absenteeism (Osoro, 2022).

According to Mikwili et al. (2024), weak parental engagement and family disintegration contribute significantly to poor academic outcomes and behavioural maladjustment among learners in Mombasa County. Similarly, Mutua et al. (2023) found that inadequate classroom management and family instability were strong predictors of disruptive behavior and academic disengagement. These findings align with the Kenya News Agency report (2025), which highlighted Mvita Sub-County as one of the worst affected areas in Mombasa in terms of school indiscipline, substance abuse, and moral decadence.

Mvita Sub-County, being the central and most urbanized sub-county in Mombasa, presents a unique combination of risk factors such as; high population density, socio-economic challenges, prevalence of day schooling, and exposure to crime. These factors collectively heighten vulnerability to academic disengagement. Available evidence points to elevated rates of absenteeism, indiscipline, and substance abuse in Mvita compared to other sub-counties such as Changamwe, Nyali, Kisauni, and Likoni (KNEC-MLA, 2021; Kenya News Agency, 2025). Yet, there remains a paucity of empirical studies examining how parenting practices and

adolescent problem behavior interact to influence academic disengagement within this specific context.

Existing research consistently links positive parenting practices that are characterized by warmth, monitoring, and support are associated with lower levels of problem behavior and higher school engagement (Dotterer, 2025; Khisa & Kingo'ri, 2025). However, much of this evidence has been derived from non-African contexts, limiting its generalizability to culturally diverse environments such as Mombasa. Comparative studies show that similar parenting practices can yield different behavioural and academic outcomes depending on cultural norms and socio-economic conditions (Checa et al., 2019; Mbithi et al., 2023). This underscores the necessity for context-specific investigations.

Therefore, this study sought to establish the extent to which parenting practices and adolescent problem behavior predict academic disengagement among Form Two students in Mvita Sub-County, Mombasa County. The study examined whether problem behavior mediates the relationship between parenting practices and academic disengagement. The findings are expected to generate empirical evidence to inform parental guidance programs, school engagement strategies, and policy interventions aimed at reducing student disengagement and promoting positive youth development in the Kenyan context.

#### **1.4 Purpose**

The study investigated the relationship between parenting practices and academic disengagement among form two students in Mombasa County. Additionally, the study examined the extent to which problem behavior mediates this relationship.

## **1.5 Objectives**

The specific objectives of the study were:

- i. To establish the relationship between parenting practice and academic disengagement among form two students.
- ii. To determine the relationship between problem behavior and academic disengagement among form two students.
- iii. To determine the relationship between parenting practice and problem behavior among form two students.
- iv. To establish the intervening effect of gender in the relationship between problem behavior and academic disengagement among form two students.
- v. To examine the extent to which problem behavior mediate the relationship between parenting practice and academic disengagement among form two students.

## **1.6 Hypothesis**

H<sub>1</sub>: Parenting practice has a relationship academic disengagement among form two students.

H<sub>2</sub>: Problem behavior has a relationship academic disengagement among form two students.

H<sub>3</sub> There is a relationship between parenting practice and problem behavior among form two students.

H<sub>4</sub>: There is a significant gender difference in the relationship between problem behavior and academic disengagement among form two students.

H<sub>5</sub>: There is a significant mediating effect of problem behavior on the relationship between parenting practices and academic disengagement among Form Two students.

## **1.7 Significance of the Study**

The study provides novel insights on the impact of parenting practice and problem behavior on students' academic engagement. The findings are of benefit to parents, school administrators, guidance and counseling teachers, and other education stakeholders. Through this research,

parents, school administrators, and guidance and counseling teachers, realize the essence of promoting the use of adaptive parenting practices, especially how parents could interact with students to influence autonomy and trust, and reduce the risk of development of problem behavior, while ensuring students are academically engaged.

Moreover, the study conveys valuable information to parent association and leaders of religious groups, in creating awareness on the role of parents in bringing up morally upright and holistically developed students. Education stockholders including Ministry of Education ought to consider development of policies and regulations that encourage greater parental responsibility and involvement in their children education to reduce problem behaviors and academic disengagement among secondary school students and for the well-being of the society.

## **1.8 Limitation and Delimitation**

### **1.8.1 Limitation**

The study focused on six public secondary schools in Mvita Sub-County in Mombasa County. Although other sub-counties in Kenya may face similar challenges of academic disengagement, the findings of the study may not be generalizable to the whole population due to differences in learner characteristics and cultural factors. Learner differences may hinder the generalizability of the study because students vary in socioeconomic background, cultural orientation, school environment, and individual characteristics such as motivation and resilience. These factors influence how parenting practices and problem behaviors manifest across contexts. Cultural values and family structures also shape parenting styles and adolescents' responses to them, leading to variations in behavior and engagement outcomes. Consequently, while the study provides valuable insights, its findings may not fully apply to students in other regions with differing social, cultural, and educational dynamics. To ensure

that the study's findings were generalizable to students with similar characteristics, a representative sample was used.

Several methods on measuring parenting practices, problem behavior and academic disengagement were available, but the study utilized self-report questionnaires in collecting data from adolescents in secondary schools. The data may have been subjective due to social desirability concerns. The researcher clarified the purpose of the study to the respondents thus eliciting honest feedback from the respondents. High levels of reliability through piloting the data collection instrument was ensured to overcome subjectivity. The study adopted a correlational study design, where data was collected at instantaneous point and causal direction was not guaranteed.

### **1.8.2 Delimitation**

The study focused on form two students in public secondary schools located in Mvita Sub-County in Mombasa County. Recent reports had shown that academic disengagement was quite high in these schools, with issues such as truancy, arson attacks, and aggressive behaviors being rampant. Most secondary schools in the sub-county faced indiscipline cases such as truancy, chronic absenteeism, learner dropouts, delinquency, and lateness to school. While several factors could be contributing to academic disengagement, the study was limited to examining parenting practices and problem behavior as predictors of academic disengagement. Local studies on how parenting practices and problem behavior relate with academic disengagement were not readily available.

### **1.9 Assumptions of the Study**

The study assumed that parenting practice and problem behaviour influence students' academic disengagement. It was assumed that the students who responded to the questionnaire were honest and truthful. It was also assumed that cases of problem behavior were relatively higher among form two students in secondary schools than any other form. This assumption was based

on a survey conducted by KNEC (2021) that established Form Two students had the most indiscipline cases in secondary schools. Blondal and Adalbjarnardottir (2010) established that learners tend to be more academically engaged as they get closer to graduation class, thus it is assumed that Form Two students present relatively higher cases of academic disengagement since they are relatively far from graduation class compared to Form Three and Four.

## **1.10 Theoretical and Conceptual Framework**

### **1.10.1 Theoretical Framework**

The study is anchored on Triadic Theory, Social Learning Theory and Problem Behavior Theory. Triadic theory focuses on the interplay between the person, environment and behavior and emphasizes on their dynamic relationship and how they influence each other over time. The social learning theory underscores the significance of observational learning, imitation, modeling and role of reinforcement and punishment in molding behavior through social interactions. On the other hand, the problem behavior theory concentrates on comprehending the emergence of problematic behavior within the social environment. It emphasizes identifying the risk and protective factors that contribute to the onset and persistence of problem behaviors. These theories vary on their focus on individual-social interactions constituting the development of behavior.

#### **1.10.1.1 Triadic Theory**

The proponents of triadic theory were Flay and Petraitis (1994), who improved on health-related behavior theory of Ajzen (1985, 1988) with the aim of providing a comprehensive understanding of a person's behavior. Triadic theory postulates that behavioral outcomes stem from interpersonal interactions, intrapersonal traits and sociocultural-environmental forces and flow through several levels' causation; from ultimate, through distal to proximal (Flay, Petraitis & Hu, 1995).

The ultimate influences are control and value oriented and they include policies, societal norms, perceptions, social bonding, self-control and dignity (Flay, 1999). Intrapersonal traits such as; self-efficacy, personality differences, hormonal differences between males and females, and genetic make-up provide intrinsic motivation to the development of a behavior (Flay, 1999). The sociocultural environment such as societal beliefs, norms, laws and policies greatly influence behavioral outcomes in youths. The microenvironments affect children's beliefs, attitude and values which in turn affect their norms concerning a given behavior (Flay,1999). The underlying cultural norms shape the behavior of a person since they motivate the individual to behave in a certain way or refrain from certain behaviors.

Interpersonal causes of behaviors stem from interactions between an individual with their peers, parents and siblings. The perceptions of the significant others towards certain behaviors can increase or decrease the chances of repetition of certain behaviors. Triadic theory assumes that the immediate social context determines whom the individual becomes bonded to, which in turn influences their compliance to such individuals. Interactions between the child and parent provides the foundation for the development of all domains ranging from cognitive through emotional and behavioral to psychomotor (Rocha, et. al. 2020). Triadic theory was used by Bixter et al. (2020) provide comprehensive understanding on how relationships predict intrapsychic and future outcomes. The study established that future self-identification predicts psychological and behavioral outcomes. This theory emphasizes the role of parent-child interactions, social bonding, and the broader cultural context in influencing adolescents' cognitive, emotional, and behavioral development (Flay, 1999; Rocha et al., 2020). It is therefore relevant to understanding how parenting practices and the social environment influence problem behavior and academic engagement.

### **1.10.1.2 Social Learning Theory**

The theory was advanced by Albert Bandura (1977) with a proposition that learning takes place through observing or imitation. The theory lay emphasis on social context and opines that children will learn by observing the actions of others and the reinforcements attributed to these behaviors. Adolescents evaluate effects of the behaviors by observing the consequences such behaviors elicit, if the consequences are positive chances of developing such behaviors are high and if the consequences of such behaviors are negative the adolescent will unlikely develop such behaviors (Leff et. al., 2009). Social learning theory attributes problem behaviors to coercion and parental conflict. Parents not only play a fundamental role in molding behavior of children through parent-child interactions but also are powerful role models. Children whose parents demonstrate less warmth will apparently develop internalizing problem behaviors such as anxiety and depression (Detweiler et. al. 2014). Obwocha (2018) used the theory to study influence of family-based factors on antisocial behaviors among secondary school students and found out that family factors such as poor parenting discipline, inadequate parental care predicted antisocial behaviors. The theory is appropriate for this study as it explains how family factors, such as parenting practices, predict cognitive and behavioral outcomes in adolescents.

### **1.10.1.3 Problem Behavior Theory (PBT)**

Jessor and Jessor (1977) advanced PBT with the aim of explaining the nature and development of problem behaviors. This theory focuses on how individual characteristics, social influences, and the context in which problem behaviors occur interact with each other. The ultimate goal of PBT is to provide a comprehensive understanding of why certain individuals are prone to problem behaviors than others. One of the central concepts in PBT is the Problem Behavior Syndrome (PBS). PBS proposes that certain problematic behaviors like substance abuse, delinquency, and risky sexual behaviors have a tendency to occur simultaneously in

individuals. This occurrence is attributed to shared underlying factors such as personality traits, social influences, and environmental factors. According to PBT, these factors interact and contribute to the initiation and perpetuation of problem behaviors.

PBT highlights the importance of identifying both risk and protective factors that affect the likelihood of engaging in problematic behaviors. Risk factors increase the probability of problematic behavior occurrence, while protective factors reduce the risk. PBT categorizes individual characteristics, such as impulsivity, sensation-seeking, and low self-control, as risk factors. Social influences, such as peer pressure and parental monitoring, also play a significant role in shaping behavior (Norman & Turner, 1993). PBT recognizes that problem behaviors are influenced by the developmental context in which individuals are situated. It acknowledges that problem behaviors may vary across different stages of life, with certain behaviors being more prevalent during adolescence such as delinquency and risky sexual behaviors (Bloom, 1990). The theory also highlights the importance of considering the socio-cultural context, as cultural norms and values can shape the manifestation and acceptance of problem behaviors. PBT emphasizes the need for a longitudinal perspective when studying problem behaviors. It suggests that problem behaviors are not isolated events but rather part of a developmental trajectory (Jessor, 2001). Darvishi et al. (2022) applied the PBT to explain delinquent behaviors among adolescents in Iran. The study found out that perceived support was negatively related to delinquent behaviors. PBT is applicable to the study as it explains the nature and development of problem behaviors, which are useful in curbing behavioral disengagement among learners. PBT therefore provides a developmental and behavioral lens, highlighting why certain adolescents are more susceptible to problem behaviors and academic disengagement.

Together, these three theories offer a comprehensive framework for this study: Triadic Theory explains the multi-level determinants of behavior, Social Learning Theory elucidates the

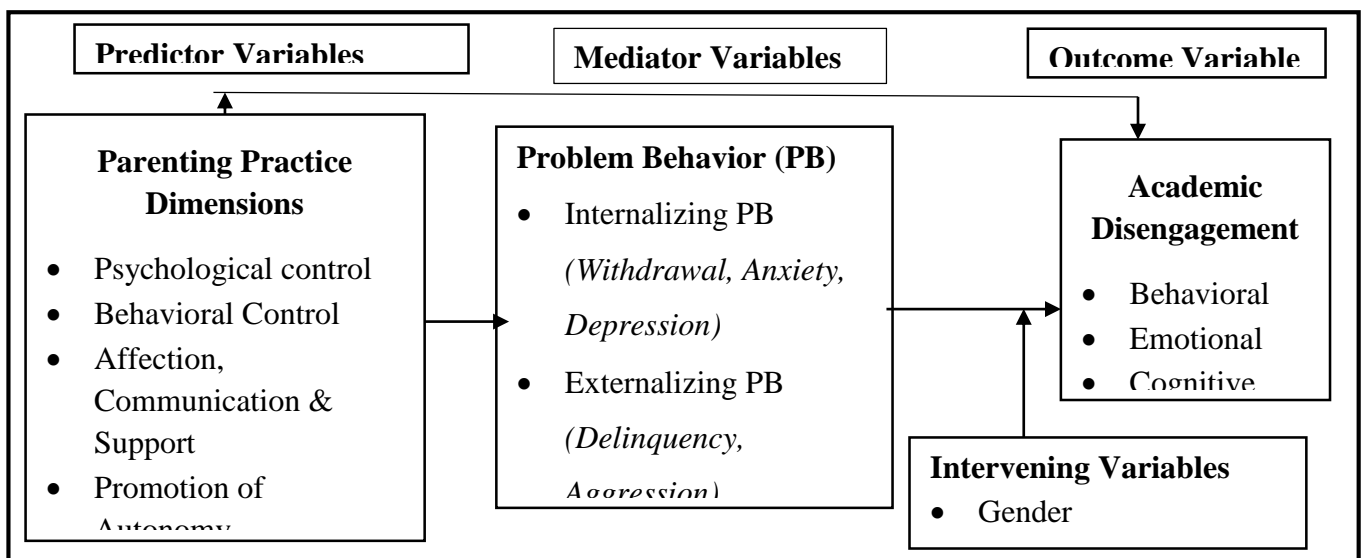
process through which behaviors are acquired and reinforced while PBT highlights the risk and protective factors shaping problem behaviors and academic outcomes. Their integration enables a holistic understanding of how parenting practices influence problem behavior and academic disengagement among adolescents.

### 1.10.2 Conceptual Framework

The study is guided by the conceptual framework in Figure 1.1 where it was hypothesized that parenting practice predicted academic disengagement (outcome variable) among form two students with problem behavior mediating the relationship between parenting practice and academic disengagement. Gender is the intervening variable.

**Figure 1.1**

*Conceptual Framework of the Study*



Source: (Alvarez Gracia et al., 2016; Birchall, 2018; Wang et. al., 2019)

## **1.11 Operational Definition of Terms**

**Academic disengagement-** is lack of student's involvement and commitment in schools' curricula and extra-curricular activities. The study focuses on behavioral, emotional and cognitive disengagement. Academic disengagement was measured by use of self-report academic disengagement scale (Chipchase et. al., 2017 & Stewart et. al., 2015).

**Parenting practices-** are specific, goal directed interactions between a parent/caregiver with a child. Parenting practices will be conceptualized in terms of five dimensions namely; psychological control; behavioral control; self-disclosure; affection, communication and support; and promotion of autonomy. Parenting practices was measured using parenting dimensions self-report scale by Álvarez-García, et al. (2016).

**Problem behavior** - are deviations from the norm or societal set standards and rules, manifested through anxiety, depression, withdrawal, delinquency and aggressiveness. The study will conceptualize problem behavior in terms of internalizing and externalizing problem behavior. Problem behavior will be measured using the youth self-report scale (Lau et. al., 2019).

**Internalizing problem behavior** - set of negative behaviors that are directed inward or are over-controlled and are associated with a number of depressive and anxiety disorders. Internalizing problem behavior was measured using items from youth self-report rating scale (Lau et. al., 2019).

**Externalizing problem behavior-** set of negative behaviors that individuals act out, are directed towards the environment and violate social norms. They include antisocial and aggressive behaviors. Externalizing problem behavior was measured using items from youth self-report rating scale (Lau et. al., 2019).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter serves as the literature review for the study and covers various literature related to the study. The chapter explains how parenting and problem behavior can predict academic disengagement. It also examines the relationship between parenting and problem behaviors, as well as the mediation problem behavior on parenting practice and academic disengagement. Finally, the last section of the chapter summarizes the literature and identifies gaps.

#### **2.2 Parenting Practice and Academic Disengagement**

Checa et al. (2017) examined the influence of parenting styles and child temperament on school success among 189 children aged 9 to 13 years in public elementary schools in Spain. The study revealed that parenting characterized by warmth, affection, and consistent discipline positively influenced academic performance, while coercive parenting marked by inconsistency and harsh control was linked to poorer academic outcomes. Affection and emotional support were associated with enhanced self-regulation and reduced behavioral disengagement. While these findings underscore the importance of nurturing and structured parenting, the study focused primarily on a limited set of parenting dimensions and a narrow developmental stage. Extending the analysis to a broader set of parenting practices and an adolescent population provides a more comprehensive understanding of how parenting dynamics shape academic engagement during a more complex developmental phase.

Sun et al. (2020) further explored the relationship between parenting practices and academic engagement, focusing on perceived parental warmth and adolescents' engagement in mathematics. Using data from 1,132 Chinese secondary school students aged 13 to 18, the study demonstrated that perceived parental warmth positively predicted math engagement

through the mediation of psychological need satisfaction and self-efficacy. These results highlight the motivational processes linking parenting to engagement. However, the study concentrated on a single academic subject and one dimension of parenting practice, limiting insights into how broader parenting behaviors influence overall academic engagement. Examining multiple parenting dimensions across general learning domains offers deeper insight into how various parental behaviors collectively influence student motivation and disengagement.

Shinali and Kibet (2016) investigated the influence of parenting styles on academic achievement among early childhood learners in Narok County, Kenya. Their findings showed that authoritarian parenting was associated with withdrawal and cognitive disengagement, while permissive parenting contributed to behavioral disengagement and reduced academic performance. Uninvolved parenting was linked to negative attitudes toward schooling and increased dropout tendencies. The study highlighted critical associations between parenting and learning behaviors within early childhood settings. However, it focused on very young learners and a small regional sample. Extending such inquiry to adolescents who experience more complex psychosocial and academic challenges provides valuable evidence on how parenting practices continue to shape engagement and behavior during secondary education.

### **2.3 Problem Behavior and Academic Disengagement**

Liu (2022) examined the relationship between problematic behavior and academic engagement among 4,452 adolescents aged 9 to 18 years across mainland China using self-report scales. The study revealed that moderate levels of anxiety were positively associated with academic engagement, as they motivated students to invest more effort in learning. Conversely, high levels of anxiety and depression were negatively related to academic engagement, with affected learners exhibiting sleep disturbances, reduced cognitive alertness, and diminished self-

regulation. These findings underscore the complex nature of emotional and behavioral influences on learning outcomes. However, the study's unidirectional design limited its ability to capture the temporal and causal dynamics between emotional states and engagement. Exploring these associations within different sociocultural contexts and using models that assess mediation and indirect pathways provides deeper insight into how problem behaviors influence academic disengagement.

Petursdottir and Ragnarsdottir (2019) investigated the link between disruptive behaviors and academic engagement among 600 early-grade learners aged 7 to 8 years in Iceland. Utilizing quasi-experimental methods with behavior support plans over a 6–13 week period, the study established that disruptive behaviors negatively influenced learners' ability to focus, participate, and stay motivated in class. Reduced engagement was associated with lower academic achievement and increased risk of school dropout. While the study provided valuable evidence of the negative impact of disruptive behavior on learning, it was limited in distinguishing the unique effects of the multiple intervention components implemented. Extending such investigations to adolescent populations and incorporating broader behavioral constructs would enhance understanding of how problem behaviors affect engagement in later developmental stages.

Wang and Fredricks (2014) explored the reciprocal relationship between school engagement and problem behavior among 1,300 adolescents from grades 7 to 11 across 23 public schools in the eastern United States. Using a longitudinal correlational design, the study found that delinquency and substance use predicted emotional and behavioral disengagement, while diminished engagement in turn increased the likelihood of problem behaviors. The bidirectional findings underscore the cyclical interaction between behavior and school adjustment during adolescence. Nonetheless, the study focused specifically on delinquency and substance use as indicators of problem behavior and limited engagement measures to emotional

and behavioral dimensions. Broadening the scope to include internalizing behaviors such as anxiety and withdrawal and additional dimensions of academic disengagement, including cognitive aspects, would yield a more comprehensive understanding of the phenomenon.

#### **2.4 Parenting Practice and Problem Behavior**

Alvarez-Gracia et al. (2016) investigated the predictive role of parenting styles on antisocial behavior among 2,045 adolescents aged 12–18 years from ten elementary schools in Asturias, Spain. Using self-report questionnaires on parenting styles and offline school aggression, the study established that open and supportive parent–child relationships promoted self-disclosure, which enhanced parental awareness and reduced problem behaviors. Affection, support, and behavioral control were negatively associated with school aggression and antisocial tendencies, whereas psychological control was positively correlated with delinquency. The findings highlight the critical role of positive parenting in mitigating antisocial behavior among adolescents. The study was conducted in a Western European context, suggesting the need for validation of these dynamics in diverse cultural settings such as Sub-Saharan Africa where family structures, socioeconomic pressures, and parenting norms differ substantially.

Symeou and Georgiou (2017) examined the influence of psychological control on problem behaviors among 538 adolescents from five schools in Cyprus, spanning both public and private institutions in rural and urban areas. Data were collected using parental behavior inventories for children and behavioral checklists for parents. The study found that psychological control discouraged independence and autonomy, fostering both externalizing behaviors and internalizing issues with externalizing problems being more prominent. Parental behavioral supervision, in contrast, was associated with fewer problem behaviors, as it guided adolescents toward socially acceptable norms. These findings underscore the dual impact of control and supervision in shaping adolescent adjustment. However, the study relied on

adolescent self-reports, which may reflect subjective perceptions, and examined a narrow age group (15–17 years). Incorporating wider age range captures developmental variations in the effects of parenting practices.

Hosokawa and Katsura (2018) explored the role of parenting styles in the development of problem behaviors among 1,668 Japanese children aged five years during their transition to elementary school. Data were collected using observational checklists for children and self-reported parenting scales for parents. The study revealed that children whose parents lacked behavioral control exhibited higher levels of disruptive behaviors, while restrictive or punitive parenting was associated with both externalizing and internalizing problems, including fear, frustration, and anxiety. Coercive parenting and lack of warmth were further linked to aggression and social withdrawal. These results emphasize the influence of early parenting practices on emotional and behavioral adjustment in children. However, the study's focus on preschool children limits its applicability to older age groups, where autonomy and peer dynamics play a greater role. Examining these associations among adolescents across different cultural and socioeconomic contexts provides a more complete understanding of how parenting evolves with age and influences behavioral outcomes.

Sangawi et al. (2016) investigated the association between parenting styles and developmental outcomes among 199 Kurdish adolescents aged 11–12 years in primary schools in Durham, United Kingdom. Using correlational analysis and self-report questionnaires, the study found that positive parenting was negatively associated with both internalizing and externalizing behaviors, while being positively related to academic self-concept. High levels of parental warmth and support were linked to greater self-esteem, improved academic motivation, and fewer behavioral problems. The study contributes valuable evidence on the protective role of positive parenting during pre-adolescence. Nevertheless, its focus on a single ethnic group limits the extent to which the findings can be generalized to culturally diverse populations.

## **2.5 Mediation of Problem Behavior on Parenting Practice and Academic Disengagement**

A study by Da Fonseca et al., (2023) focused on the interrelationships among parental practice, externalizing problem behavior, school climate and academic disengagement. The study targeted 183 adolescents aged 11-16 years, who were in grades five, six and seven attending school in Portugal. Quantitative data was collected using Alabama parenting questionnaires, school climate was assessed by Delaware School climate survey, school engagement was assessed by use of the school four dimensional scale while problem behavior was assessed by YSR self-report. The study established that corporal punishment and peer influence had the highest effect on externalizing behavior. Parenting practices such as poor discipline, inadequate supervision and corporal punishment leads to reduced school engagement this indirectly leads to externalizing behavior. Positive parenting and parental involvement are negatively correlated with externalizing behavior and lead to increased school engagement. Therefore, parental engagement mediates the association of parenting practices and externalizing behavior. A convenience sample was utilized; hence the results may not be generalizable while self-reporting questionnaire used in the study presents risk of social desirability.

A study by Checa et. al. (2019) that targeted students in Italian primary schools from 78 families. The study examined the effect parenting styles and behavior problems on academic outcomes. It involved learners aged 7-9 years, who responded to questionnaires that comprised of child behavior checklist which measured problem behavior and inventory of parenting guide which measured parenting style. The study employed correlation research design. The study established that parenting practices that are based on mutual support, warmth and encourage autonomy were positively related to high levels of academic outcomes and negatively related to problem behaviors. Children from parenting practices characterized by mutual support and warmth are able to overcome various distractors such as peer influence in school and exhibits high levels of academic focus since they are able to regulate their behaviors. Ineffective limit

setting psychologically controlling and coercive parenting are positively related to problem behaviors and low academic outcomes.

The interrelationships among parental practice, problem behavior and academic disengagement can be inferred from study by Wang et. al. (2014). The study utilized longitudinal growth modeling to describe parental involvement and adolescent outcomes of 1400 African American and European American adolescents from grade 7 to 11. The study established that warm and supportive parent-child relationship is linked with positive child outcomes. Parental warmth moderated the associations between providing structure at home and adolescent academic achievement and problem behavior.

## **2.6 Gender Intervenes Academic Disengagement**

A study by Ursin, et al., (2023) on Disengagement among Finnish students in Middle School established that student characteristics such as gender and socioeconomic status were connected to disengagement. Higher levels of academic disengagement were noted in boys than in girls. The disengaged learners were less interested in schoolwork and had negative attitude towards schooling, perceiving learning as irrelevant. A study by Blondal and Adalbjarnardottir (2010) on student disengagement and expected pathways on 832 learners on Iceland established that there were differences between gender and disengagement. The study found out that more males were likely to drop out from school compared to females of the same age. Boys manifested higher levels of decreased school interest, lower academic achievement, disruptive behaviors and higher rates of school dropout while girls exhibited higher levels in avoidance strategies, oppositional behavioral in classroom and passivity in classroom activities.

The major cause of drop out amongst girls is early marriages and pregnancies. Early pregnancies and marriages differ across cultures with Sub-Saharan Africa leading with the

early pregnancies outside marriages while South Asia leading with early marriages. Economic pressures on families or even girls are a major contributing factor to school dropout among girls, with some of the girls dropping out of school to household labour due to large family size in attempt to cater for the needs of the family. Early pregnancies often occur as a result of poverty in most Kenyan communities, leading to high school dropout rates. (Oruko et al., 2015). Studies in Mali indicate that many boys and girls drop out of school to search for work in cities to earn money for their marriage trousseaux. It was established that boys were at a higher prevalence of dropping out since they are the breadwinners of their families and can engage in manual jobs and semiskilled jobs in towns unlike the girls (Laugharn, 2007). It is evident that there are differences in school disengagement based on gender.

## **2.7 Summary and Gaps Identification**

Similar parenting practices have different academic and behavior outcomes, this is evident in comparative studies based on West and Asia (Checa et. al., 2019; Fleming, 2016). These inconsistencies make it difficult to generalize the findings in Kenya due to cultural differences. Majorly the available literature has been done outside the African context, despite the rise in parental engagement and involvement on child's schooling worldwide, therefore difficult to generalize the findings in developing countries context due to the differences in socio-economic factors. The current study fills the gap by examining association on parenting practice and problem behavior on academic disengagement in Mombasa County. Limited studies have focused on the inter-correlations among parenting practices, problem behavior and academic disengagement, with most of the studies focusing on relationship between; problem behaviors and academic disengagement, parenting and academic disengagement or problem behavior and academic disengagement, thus current study fills the gap by the interrelationship among the three variables.

Majority of the studies have used a narrow age range; thus, the results of the findings may not be replicable to the different stage of development. A number of studies focused on children in early childhood development (Shinali & Kibet, 2016; Checa et. al., 2019) in early years of schooling thus not generalizable to adolescents. The current fills the gap by expanding the age range (12-18) to accommodate a greater percentage of the adolescents, that is, middle and late adolescent stages.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

The chapter discusses research design and methodology that was employed in the study. It details the research design, describes the target population of the study, location of the study, sampling techniques and sample size. Data collection, data analysis study, pilot study, reliability and validity tests as well as logistical and ethical considerations that were observed, form an integral part of the chapter.

#### **3.2 Research Design**

Correlational study design was adopted to establish association among parenting practices, problem behavior and academic disengagement. The research design is useful when measuring the direction and the extent to which a relationship exists between two or more variables (Trochim, 2016). Correlational design was preferred for the study since the study it is impractical and unethical to manipulate the research variables. The design was useful in identifying the relationship among problem behavior, parenting styles and academic disengagement. The design was also useful in establishing the predictive power of problem behavior and parenting practices on academic disengagement. The research design permits collection of both qualitative and quantitative data using varied data collection methods such as questionnaire.

##### **3.2.1 Research Methodology**

The study applied quantitative research techniques to establish the relationship between parenting practices, problem behavior and academic disengagement among Form Two students. Primary data was collected through students' self-report questionnaires. The questionnaires were structured to collect numerical data on observable characteristics of

parenting practices, problem behavior and academic disengagement. The data was analyzed to provide empirical evidence on the study variables in Mombasa County. This method was preferred since it was easy to analyze subsequent quantitative data systematically to determine the relationship between variables, drawing inferences and to make generalizations (Mishra & Alok, 2022).

### 3.2.2 Research Variables

The predictor variables of the study are parenting practices, mediating variable is problem behavior while the academic disengagement is the outcome variable. Table 3.1 presents the indicators of the study variables.

**Table 3.1**

*Research Variables*

Variables		Indicators	Level of Measurement
Predictor	Parenting Practice	Warmth, support and communication; behavioral control; psychological control; encouragement of autonomy; and self-disclosure.	Interval
Mediator	Problem Behavior	Externalizing behaviors (Delinquency, Aggression) Internalizing behaviors (Withdrawal, Anxiety, Depression)	Interval
Intervening	Gender	Boy/ Girl	Nominal
Outcome	Academic Disengagement	Cognitive, Behavioral & Emotional disengagement	Interval

Source: Author (2024)

Parenting practices has five indicators; warmth, support and communication; behavioral control; psychological control; encouragement of autonomy; and self-disclosure. The level of

measurement for the indicators was; values below 48 indicated low levels of parenting practices while above 72 indicated high levels of parenting practices.

Problem behavior is the mediator variable of the study. Problem behavior has two indicators; internalizing and externalizing problem behavior. The level of measurement were; values below 33 indicated low levels of problem behavior while values above 44 indicated high levels of problem behavior. The outcome variable is academic disengagement, whose level of measurement values are; below 46 indicating low levels of academic disengagement while values above 69 indicates high levels of academic disengagement.

### **3.3 Location of the Study**

The proposed study was conducted in Mvita Sub-County, one of the six sub-counties of Mombasa County. Mombasa County was selected due to its rich socio-economic and cultural diversity, which provides a heterogeneous population suitable for exploring variations in parenting practices, problem behavior, and academic disengagement. The county has continued to face educational challenges such as low enrolment, chronic absenteeism, and school dropout. Reports indicate that Mombasa recorded a net secondary school enrolment rate of 46.7 percent in 2024, which was below the national average, reflecting persistent disengagement in schooling (MoE, 2024). Moreover, absenteeism has been cited as a major impediment to academic performance by the County Director of Education (Education News, 2023). A study by Maungu (2023) revealed that for every variation in socio-economic conditions, there was a 64.5 percent decline in the retention of boys in secondary schools, highlighting the county's socio-economic vulnerability and its relevance to studies on adolescent behavior and engagement.

Mvita Sub-County was purposefully selected because it offers a unique environment for studying parenting and adolescent outcomes. The sub-county has sixteen public day secondary

schools, which promote daily parent–child interaction, allowing for the observation of parenting practices such as monitoring, communication, and discipline (County Government of Mombasa, 2023). Mvita draws students across all sub-counties in Mombasa, contributing to a culturally and economically diverse student population. Despite recent improvements in attendance, the sub-county continues to experience absenteeism, truancy, and dropout challenges (Otanga, 2019). These persistent challenges provide a relevant context for examining how parenting practices influence problem behaviors and academic disengagement among adolescents.

In addition, Mvita’s urban environment exposes adolescents to multiple social influences, including peer pressure and economic stressors, which are known precursors of problem behavior (Jessor & Jessor, 1977). The sub-county’s socio-cultural diversity, combined with documented educational challenges, offers an ideal setting for examining the interplay between parenting practices, behavioral, and academic engagement. Thus, the selection of Mombasa County and particularly Mvita Sub-County offers diversity, accessibility, and prevalence of school engagement issues, making it a suitable location for investigating the interrelationships among parenting practices, problem behavior, and academic disengagement among form two adolescents.

### **3.4 Target Population**

The target population of the study was all the Form Two students from 16 public day secondary schools in the Mvita Sub-County in 2024 as presented in Table 3.2.

**Table 3.2***Target Population*

School type	Population		
	School	Boys	Girls
Boys	7	1358	-
Girls	7	-	1653
Mixed	2	173	102
Total	16	1531	1755
Percentage	100percent	100percent	100percent

Source, MoE (2022)

Mvita Sub-County had 3286 students in Form Two (MoE,2024). The girls are more (1755) than the boys (1531). The adolescents in Form Two are expected to between 13- 18 years of age. Learners at ages 13-18 years are at the peak of their adolescence, at this period they are searching for autonomy (Mutie, 2015). Form Two students in Secondary schools have the highest levels of indiscipline cases and majority of dropouts are Form two students (KNEC-MLA, 2021). Form Two students were targeted since they had already adapted to school, are in the process of identity search, exhibit high levels of socialization with peers, and demonstrate high levels of problem behavior and academic disengagement. Form Ones had just reported in high school and trying to adjust while Form Three and Form Four students were focused on their summative exams and exhibited low cases of problem behaviors. Studies have shown that behavior problems decrease as adolescents transit to young adult. Day schools were preferred since learners have interactions on daily basis with their parents thus the parenting

styles were had a pronounced effect unlike in boarding schools where interactions with parents is only limited to holidays.

### 3.5 Sampling Techniques and Sample Size

#### 3.5.1 Sampling Technique

Three sampling techniques were employed in the study; purposive, stratified and simple random sampling. The study employed purposive sampling in the selection of Mvita Sub-County as the locale for the study out of the six sub-counties in Mombasa County. This is attributed to the extremities in the performance in KCSE 2022 and also had the highest number of schools that poorly performed in KCSE 2022. Mvita Sub-County is a cosmopolitan in that the learners are from different cultural and socioeconomic backgrounds and all schools are day schools, thus ensuring learners have maximum interaction time with parents hence the parenting practices are well exhibited. Six schools were selected for the study using stratified random sampling. The schools were arranged into strata depending on the type of the school, that is, girls' school, boys' schools and mixed schools. A total of six schools and 640 learners were selected using simple random sampling, with two schools selected from each stratum.

#### 3.5.2 Sample Size Determination

The population of Form Two students in Mvita Sub-County is 3286. The sample size was determined by use of Cochran's sample size formula;

$$n = \frac{\frac{z^2 p(1-p)}{e^2}}{1 + \frac{z^2 p(1-p)}{Ne^2}} \text{ where } n\text{- is sample size, } N \text{ is target population, } p \text{ is the proportion of the}$$

population, e is margin error and z is confidence level.

The sample size was calculated at 95 percent confidence level and five percent allowable error.

$$n = \frac{\frac{1.96^2 \times 0.5(1-0.5)}{0.05^2}}{1 + \frac{1.96^2 \times 0.5(1-0.5)}{3286 \times 0.05^2}} = 640$$

The sample size of the study was thus 640.

Eighty students were selected from each school as presented in Table 3.3. Simple random sampling was utilized in schools to select the students. All the form two students were requested to assemble in the hall. Eighty papers were written ‘yes’ and the rest left blank depending on the number of students. The papers were then folded and placed in a bowl and students told to pick only one paper. The students who handpicked the folds with ‘yes’ were be instructed to remain for the study.

**Table 3.3**

*Sample Composition*

School type	Sample		
	School	Boys	Girls
Boys	2	160	-
Girls	2	-	160
Mixed	2	160	160
Total	6	320	320
Percentage	35.29percent	20.9percent	18.2percent

Source: Author (2024)

Table 3.3 presents sample size for schools and students are six and 336 respectively. The sample size was preferred because of time and resource constraints. The school sample size is 35.29percent while the students’ sample sizes are 18.2 percent (girls) and 20.9 percent (boys) of the target population. Lakens (2022) sets a threshold of sample size as 10 percent to 20 percent, to be considered appropriate.

### **3.6 Research Instruments**

Data was collected through students' self-report questionnaire, structured in four subsections. Section A was comprised of demographic information such as students' gender, age, social economic status, and characteristics of school.

#### **3.6.1 Parenting Practices Scale (PPS)**

The study employed the Parenting Practices Scale (PPS) developed by Álvarez-García et al. (2016). The PPS consisted of 24 items measuring six dimensions of parenting practices, with four items per dimension. Specifically, items 1–4 assessed warmth and support, items 5–8 assessed communication, items 9–12 assessed behavioral control, and items 13–16 assessed psychological control. Responses were recorded on a 4-point Likert scale, ranging from 1 = Completely False to 4 = Completely True. Total scores were calculated by summing item values, with a minimum possible score of 24 and a maximum of 96. Higher scores indicated greater use of the parenting practice in question.

The PPS demonstrated good psychometric properties in adolescent populations similar to those in the study. Álvarez-García et al. (2016) reported Cronbach's alpha coefficients above 0.70 for all subscales, indicating acceptable internal consistency. The instrument had also been applied in European and Latin American adolescent samples to examine the influence of parenting on behavioral and academic outcomes (Álvarez-García et al., 2016; Martínez et al., 2020), supporting its usability among school-aged participants.

Permission to use the PPS was formally obtained from the original authors. Ethical approval for its use in the study was granted by the institutional review board. Prior to full-scale administration, the instrument was pilot-tested with a small sample of adolescents from the target population to confirm reliability and contextual validity in the Kenyan secondary school setting.

### **3.6.2 Problem Behavior Scale**

The study employed a 22-item self-report instrument to measure adolescent problem behaviors, adapted from the Youth Self-Report (YSR) and Lau et al. (2019). The tool assessed both internalizing and externalizing problem behaviors. Responses were recorded on a 3-point Likert scale, where 1 = Not True, 2 = Sometimes True, and 3 = Often True. Total scores ranged from 22 to 66, with scores between 44 and 66 indicating that a student exhibited significant problem behaviors.

The internalizing problem behavior dimension comprised three subscales: withdrawal (items 1–3), anxiety (items 4–8), and depression (items 9–12). The externalizing problem behavior dimension included delinquent behavior (items 13–17) and aggressive behavior (items 18–22). Scores for each subscale were obtained by summing the respective items, with higher scores reflecting higher levels of the specific problem behavior.

The instrument had demonstrated good reliability and validity in adolescent populations similar to the target sample. Cronbach's alpha coefficients in previous studies ranged from 0.70 to 0.85 for the subscales, indicating acceptable internal consistency (Lau et al., 2019). Permission to use the tool was obtained from the original authors, and ethical clearance for its administration in the current study was secured from the institutional review board. A pilot test was conducted to ensure the instrument's reliability and contextual relevance for secondary school students in Mvita Sub-County.

### **3.6.3 Academic Disengagement Tool (ADT)**

The study utilized the Academic Disengagement Tool (ADT) developed by Stewart et al. (2015) and later adopted in the National Survey on School Engagement by Chipchase et al. (2017). The instrument consists of 23 items structured across three dimensions: cognitive disengagement (items 1–9), emotional disengagement (items 10–16), and behavioral

disengagement (items 17–23). Responses were rated on a 4-point Likert scale: 1 = Never, 2 = Rarely, 3 = Often, and 4 = Always. Total scores range from 23 to 92, with scores above 72 indicating high levels of academic disengagement, consistent with prior applications of the tool (Stewart et al., 2015; Chipchase et al., 2017).

The ADT has demonstrated strong psychometric properties and has been applied among adolescent and young adult populations in educational contexts. Studies in comparable settings have reported satisfactory reliability coefficients (Cronbach's  $\alpha > 0.80$ ) and construct validity when used to assess student disengagement in school environments (Chipchase et al., 2017; Njeri, Mwangi, & Otieno, 2022). Its three-dimensional framework aligns with established theoretical constructs of cognitive, emotional, and behavioral disengagement, making it suitable for assessing secondary school learners' participation and attitudes toward learning in Mvita Sub-County.

Permission to use and adapt the ADT were formally sought from the original authors. Ethical approval for its use in this study was obtained from the relevant institutional review board. The instrument was pilot-tested to establish its reliability and contextual validity within the Kenyan adolescent population.

### **3.7 Pilot Study**

Pilot study is to be conducted on 80 form two students (40 boys and 40 girls) from one girls' school and one boys' school in Mvita Sub-County. Most of the schools in Mvita Sub-County are single gender schools with less than 10percent of the schools being mixed schools. A girls' and a boys' school will be preferred, to ensure that research items are gender sensitive. The sample selected to participate in pilot study will be excluded from the final findings of the study. The purpose of the pilot study is to ensure questions in the research instrument are not vague, and the items accurately address the research questions. Pre-testing clarifies the

questions and ensures they are presented in a consistently. Pilot study establishes reliability and validity.

### **3.7.1 Validity**

To ensure that all instruments measured the intended constructs accurately, content validity, construct validity, and face validity were assessed. Content validity was established through expert review. Three specialists in educational psychology and adolescent behavior examined the Parenting Practices Scale (Álvarez-García et al., 2016), the Academic Disengagement Tool (Stewart et al., 2015; Chipchase et al., 2017), and the Problem Behavior Instrument (YSR; Lau et al., 2019). The experts evaluated whether each item adequately represented the respective dimension and whether the wording was clear, culturally appropriate, and relevant for secondary school students. Items that were unclear or redundant were revised based on their recommendations.

Face validity was ensured through a pilot test conducted with a small sample of 20–30 Form Two students from schools similar to those in Mvita Sub-County. Participants were asked to comment on item clarity, comprehension, and relevance to their experiences. Feedback indicated that the items were understandable, culturally appropriate, and relevant for measuring parenting practices, academic disengagement, and problem behaviors.

Construct validity was assessed using confirmatory factor analysis (CFA) during the pilot study and the results presented in Table 3.4.

**Table 3.4**

*Factor Loadings*

Items	Factor Loading
Affection, Support and Communication	.628
Encourage Autonomy	.633
Behavioural Control	.592
Psychological Control	.457
Withdrawal	.410
Depression	.564
Anxiety	.463
Delinquent Problems	.520
Aggressive Behaviour	.545
Cognitive Disengagement	.621
Emotional Disengagement	.675
Behavioural Disengagement	.635

Source: Author (2024)

A confirmatory factor analysis (CFA) was conducted to examine the factor structure of the parenting practices, adolescent problem behavior, and academic disengagement constructs. The factor loadings of the observed items on their respective latent factors ranged from 0.410 to 0.675, indicating that the items generally represented their underlying constructs.

Items measuring Affection, Support, and Communication (0.628), Encouragement of Autonomy (0.633), and Behavioral Control (0.592) demonstrated moderate-to-strong loadings,

indicating good representation of these dimensions. Psychological Control (0.457) and Withdrawal (0.410) showed weaker loadings, suggesting these items were less strongly associated with the latent constructs.

Items assessing Depression (0.564), Anxiety (0.463), Delinquent Problems (0.520), and Aggressive Behavior (0.545) exhibited moderate loadings, confirming acceptable measurement of problem behaviors. Cognitive Disengagement (0.621), Emotional Disengagement (0.675), and Behavioral Disengagement (0.635) showed moderate-to-strong loadings, supporting the validity of these items in measuring disengagement.

Factor loadings  $\geq 0.40$  were considered acceptable for retaining items (Hair et al., 2019). Subscales that did not meet the threshold were reviewed and revised to enhance construct validity. Overall, the CFA results indicate that the majority of items are acceptable indicators of their respective latent factors, providing evidence of construct validity.

The Table 3.5 demonstrates the results on KMO and Barlett’s Test which were conducted to determine whether the constructs in the research instrument have construct validity

**Table 3.5**

*KMO and Barlett’s Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
Bartlett's Test of Sphericity	Approx. Chi-Square	1610.865
	Df	66
	Sig.	.000

Source: Author (2024)

KMO value for the instrument was .810 which is greater than .6. This indicates that the sample size was adequate and that the correlations among the items were sufficiently strong to justify factor analysis. The results suggests that the variables shared common factors and that the

instrument reliably measures the intended constructs (Field, 2018). All the constructs in the research instrument had p-values of .000, which is less than .05 ( $p < 0.05$ ) in Bartlett's Sphericity implying that there were significant. This confirms that the items are interrelated and appropriate for factor extraction. Together, these tests provide evidence that the constructs measured by the instruments are valid representations of the underlying theoretical dimensions.

### 3.7.2 Reliability

The reliability of each construct and item used in the study was verified using Cronbach's Alpha. As a general rule, a Cronbach's alpha of 0.7 or higher is considered acceptable, indicating that the constructs are reliable in achieving the study's objectives. The questionnaire's internal consistency was checked because the research instruments have been modified. To determine the scale's reliability, the split-half method was used. Table 3.6 shows the reliability measures.

**Table 3.6**  
**Reliability Test**

	N of Items	31 <sup>a</sup>
Part 2	Value	.836
	N of Items	30 <sup>b</sup>
	Total N of Items	61
Correlation Between Forms		.728
Spearman-Brown Coefficient	Equal Length	.842
	Unequal Length	.842
Guttman Split-Half Coefficient		.842

Source: Author (2024)

The questions were divided into two halves: even-numbered and odd-numbered questions. The scores obtained for both halves were correlated to obtain a reliability coefficient. The

Cronbach’s alpha was 0.838 for the even-numbered items and 0.836 odd-numbered items. The overall Cronbach’s alpha was 0.837, indicating high levels of reliability of the scales. The split-half method was preferred because of the large number of items in the research instrument. The Guttman split-half coefficient was .842 indicating high levels of reliability.

Cronbach’s alpha was determined in order to assess reliability of the variables. Table 3.5 represents the results.

**Table 3.7**

*Cronbach’s Alpha*

	Items	Cronbach’s Alpha
Parenting Practices	16	.795
Internalizing Behaviors	12	.757
Externalizing Behaviors	10	.872
Academic Disengagement	23	.896
Total	61	.837

Source: Author (2024)

The Cronbach’s Alpha for parenting scale .795, internalizing behavior scale had .751, externalizing scale had .872, academic disengagement had .896 while the overall .837. All the scales had Cronbach’s alpha of greater than 0.7 indicating high reliability.

**3.8 Data Collection Techniques**

Data was collected in two sessions of about two months apart. In the first sessions questionnaires on the predictor variables was administered, while the data on the outcome variable were collected in the second session. Pre-arrangements with the Deputy Principal’s in the selected schools was made a day prior to the D-day of data collection, since they are in-charge of the school routine. This was necessary in order to make the data collection exercise

smooth and enhance proactive problem solving of anticipated challenges. The Deputy was requested to introduce the researcher to the class teachers and teachers on duty for easy coordination of the exercise. The researcher personally administered the questionnaires to students during normal classroom time, with the assistance of class teachers. Instructions were be read to the participants and the questionnaires distributed to each participant. Adequate time was accorded to students to respond before collecting the dully filled questionnaires.

### **3.9 Data Analysis**

Collected data was cleaned, decoded, and analyzed using SPSS (version 24). Descriptive analysis was carried out for each sub-variable where means, percentages and standard deviations were determined. The information aggregated was presented in frequency distribution tables, pie charts and graphs. Relevant inferential statistics were used to test the following null hypotheses at 5 percent significant level:

Ho<sub>1</sub>: Parenting practice does not significantly predict academic disengagement among form two students. Statistics test: Simple linear regression analysis.

Ho<sub>2</sub>: Problem behavior does not significantly predict academic disengagement among form two students. Statistics test: Simple linear regression analysis.

Ho<sub>3</sub>: There is no significant relationship between parenting practice and problem behavior among form two students. Statistics test: Pearson Product Moment Correlation Coefficient

Ho<sub>4</sub>: There is no significant gender difference in the relationship between problem behavior and academic disengagement among form two students. Two-way ANOVA

H<sub>05</sub>: Problem behavior does not significantly mediate the relationship between parenting practice and academic disengagement of form two students. Statistics test: Multiple regression analysis.

### **3.10 Logistical and Ethical Considerations**

#### **3.10.1 Logical Considerations**

The researcher sought authorization from Kenyatta University Graduate School, and obtained a research permit from the National Commission of Science, Technology, and Innovation (NACOSTI). Then, the researcher visited the office of the Director of Education, Mombasa County and was authorized to collect data from sampled secondary schools within the county. The researcher also sought permission from the respective secondary school principals. Pre-arrangements were made with the guidance and counselling department prior to the actual data collection day to ensure that the process is smooth.

#### **3.10.2 Ethical Considerations**

The researcher informed the participants about the study's purpose and allowed them to make an informed decision regarding their participation. Participation was voluntary thus; the participants were not be coerced to participate. The participants were requested to read and sign the consent form (see Appendix V). The data collection tool did not have any identification information thus ensuring confidentiality. In addition, the research instruments did not pose any harm to the participants whether physically or psychologically. The researcher upheld anonymity by using code numbers on the research instrument instead of participants names. The results of the study were disseminated through publications in peer reviewed journals and international conference proceedings.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRATATN AND DISCUSSION

#### 4.1 Introduction

The chapter presents demographic information, research findings, interpretation and discussion of the results. Results are presented in order of the research objectives, which are; to establish the relationship between parenting practice and academic disengagement among form two students; to determine the relationship between problem behavior and academic disengagement among form two students; to determine the relationship between parenting practice and problem behavior among form two students; to establish the intervening effect of gender in the relationship between problem behavior and academic disengagement among form two students.

#### 4.2 Response Rate

The study was conducted over six Public Day Schools and a sample size of 640 form two students. The results are represented in Table 4.1

**Table 4.1**

*Response Rate*

	Dully Filled	Percentage
Boys	307	95.9%
Girls	311	97.2%
Total	618	96.6%

Source: Author (2024)

All the questionnaires administered were collected back and upon screening and data cleaning 618 questionnaires were found to be dully filled and only 22 questionnaires were not dully filled representing 3.4 percent. The response rate was thus 96.6 percent. Boys had a response rate of 95.9 percent while girls had a response rate of 97.2 percent.

### 4.3 Descriptive Statistics

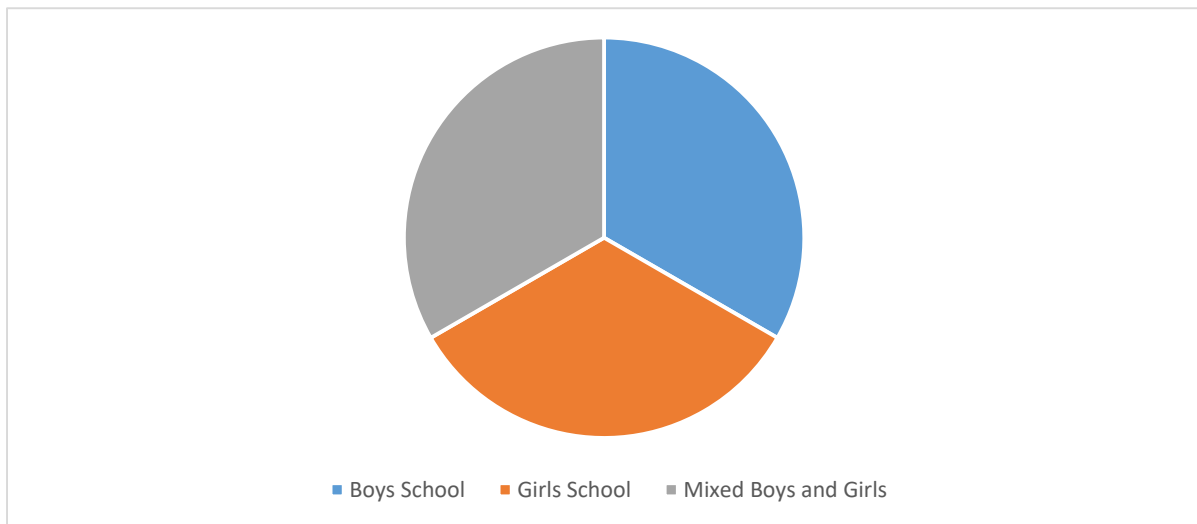
#### 4.3.1 Demographic Information

The section describes the school categorization, parents' occupation and level of education.

The data collected on school categorization was represented in Figure 4.1.

**Figure 4.1**

*Pie Chart on School Categorization*



Source: Author (2024)

The schools were categorized into boys' school, girls' school; and mixed boys' and girls' school. Six schools were sampled were 33.33 percent of the school were Boys' School, 33.33 percent were Girls' School and 33.33 percent were Mixed Boys and Girls.

### 4.3.2 Descriptive of Parenting Practice by Gender

Descriptive statistics on parenting practices by gender were calculated through mean, standard deviation, kurtosis and skewness. The results are represented in Table 4.2

**Table 4.2**

*Descriptive of Parenting Practice by Gender*

Gender	Mean	N	Std. Deviation	Minimum	Maximum	Kurtosis	Skewness
Male	50.6298	307	9.20091	19.00	64.00	1.610	-1.030
Female	49.3900	311	6.59871	27.00	64.00	.227	-.370
Total	50.006	618	7.45767	19.00	64.00	1.256	-.665

Source: Author (2024)

The parenting practice values for boys was 50.6298 with standard deviation of 9.2 while parenting practice values in girls were 49.39 with standard deviation of 6.59871. The lowest value in boys was 19 while the highest was 64, which was also the highest scale for girls. The lowest parenting practice value in girls was 27. There is no significant difference in parenting practices between boys and girls, this is in coherence with findings of Alvarez-Gracia (2016). The skewness values were -1.030 for boys and -.370 for girls implying that the results are skewed towards positive parenting practices. The kurtosis values are less than 2 indicating that the data has normal distribution.

### 4.3.3 Descriptives of Problem Behavior by Gender

Table 4.4 displays descriptive statistics on problem behavior by gender for boys and girls.

**Table 4.3:**

*Descriptives of Problem Behavior by Gender*

Gender	Mean	N	Std. Deviation	Minimum	Maximum	Kurtosis	Skewness
Male	38.7348	307	13.57147	23.00	66.00	1.613	1.094
Female	36.3349	311	8.71372	23.00	61.00	1.091	.950
Total	37.5271	618	11.12687	23.00	66.00	1.688	1.240

Source: Author (2024)

The mean where 36.3349 (SD=8.71372) and 38.7348 (13.57147) respectively. The maximum problem behaviour value was 61 for girls and 66 for boys. Both boys and girls had a minimum problem behaviour value of 23. The skewness values for boys and girls were 1.094 and 0.95 implying that problem behaviour was skewed towards low levels of problem behaviour. The kurtosis values were 1.613 and 1.091 implying that the distribution was near distribution. The results are in coherence with findings of Lau et al. (2021) who established that boys exhibit high levels of problem behaviour compared to girls.

#### 4.3.4 Descriptive of Academic Disengagement

Table 4.5 displays descriptive statistics for academic disengagement by gender.

**Table 4.4**  
**Descriptive Statistics of Academic Disengagement by Gender**

Gender	Mean	N	Std. Deviation	Minimum	Maximum	Kurtosis	Skewness
Male	35.3978	307	9.00227	25.00	80.00	1.690	1.354
Female	36.4218	311	6.89657	23.00	59.00	.155	.298
Total	35.9131	618	7.56814	23.00	80.00	1.217	1.251

Source: Author (2024)

The mean for boys was 35.3978 (SD=9.002) while girls had a mean of 36.42 (SD=6.897). Girls had the lowest academic disengagement value of 23 while boys had the highest disengagement value of 80. The lowest value in boys was 25 while the highest value in girls was 59. The academic disengagement values in boys and girls were skewed towards low levels of academic disengagement. The kurtosis values reported for boys and girls were 1.690 and 0.155 respectively indicating normal distribution. The results show higher academic disengagement values in girls than in boys. Oruko et al. (2015) established that girls that there was a significant difference in academic disengagement between boys and girls in Sub-Saharan Africa with girls having higher levels of academic disengagement due to large family sizes. Boy child education is more valued than that of girls in Sub-Saharan Africa thus explaining why girls are more likely to academic disengage than boys.

## 4. 4 Relationship Between Parenting Practice and Academic Disengagement

### 4.4.1 Normality Test

Table 4.6 presents autocorrelation test which was determined using Durbin-Watson test.

**Table 4.5**

*Autocorrelation Test*

Model	Durbin- Watson
1	2.937

Source: Author (2024)

The value was 2.937 which is greater than the threshold of 2.0 indicating absence of autocorrelation.

### 4.4.2 Multi-collinearity

Variance Inflation Factor (VIF) of the parenting practices was calculated before being incorporated in the model to determine there was multi-collinearity and the results represented in Table 4.7.

**Table 4.6**

*Multi-Collinearity*

Model	Collinearity Statistics	
	Tolerance	VIF
Parenting Practices	1.000	1.007

Source: Author (2024)

The findings where VIF value was 1.007, which is less than 5.0 indicating absence of multicollinearity.

#### 4.4.3 Correlation between Parenting Practice and Academic Disengagement

The first hypothesis of the study was;

H<sub>01</sub>: Parenting practice has a relationship with academic disengagement among form two students.

The relationship between parenting practice and academic disengagement was tested Pearson's product moment and results displayed in Table 4.8.

**Table 4.7**

*Correlation between Parenting Practice and Academic Disengagement*

		Parenting Practices
Pearson Correlation	Academic Disengagement	-.266
Sig. (2-tailed)		.015
	N	618

Parenting practice and academic disengagement have a negative and significant relationship,  $r(618) = -.266$  ( $p = 0.015 < 0.05$ ). An improvement in parenting practice would lead to reduction in academic disengagement. Students who experience positive parenting are likely to exhibit low levels of academic disengagement.

The results in Table 4.9 displays the beta coefficient when parenting practice was regressed against academic disengagement.

**Table 4.8**

*Beta Coefficients*

Model	Variables	Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	39.340	2.041		19.275	.000
	Parenting Practice	-.266	.041	-.266	-1.635	.013

Source: Author (2024)

The beta coefficient was -.266 and  $p=.013$ , implying that parenting practice has a negative and significant relationship with academic disengagement. Improvement of parenting practice by one unit would lead to decrease in academic disengagement by a factor of 0.266.

Table 4.10 presents the summary of the model detailing the coefficient of determination.

**Table 4.9**

*Summary of the Model*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266 <sup>a</sup>	.071	.074	7.50177

Source: Author (2024)

The results on coefficient of determination R-squared at 95% calculated value was .071 while the adjusted R-squared was .074 implying that the parenting practice predicts a variance of 7.4 percent on academic disengagement.

The findings in table 4.11 shows Analysis of variance on the relationship between parenting practice and academic disengagement.

**Table 4.10**

*ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90665.271	603	150.357	2.672	.013 <sup>b</sup>
	Residual	675.324	12	56.277		
	Total	91341.034	617			

Source: Author (2024)

The regressed sum of squares was 90665.271 while that of residuals was 675.324, giving a total variance was 91341.034. The F-test value calculated was 2.672, which is greater than the F-critical (1.562) at 95% confidence level implying a significant goodness of fit between parenting practice and academic disengagement. the strength of variation between parenting practice and academic disengagement is significant since the  $p=.013$  which is less than .05.

#### **4.4.4 Discussion of Findings**

Diagnostic statistics indicate that the regression model was appropriate for inference. The Durbin–Watson statistic (2.937) exceeded the conventional threshold of 2.0, indicating no autocorrelation in residuals. Collinearity diagnostics showed tolerance near unity and a variance inflation factor of 1.007, demonstrating that multicollinearity did not bias coefficient estimates. These diagnostics support the statistical integrity of the reported associations.

Pearson correlation and regression analyses indicated a small to moderate, negative association between parenting practice and academic disengagement,  $r(618) = -.266$ ,  $p = .015$ , and  $\beta = -.266$ ,  $p = .013$ . The adjusted coefficient of determination (Adjusted  $R^2 = .074$ ) indicates that parenting practices accounted for approximately 7.4 percent of the variance in academic

disengagement in this sample. The model's  $F$  statistic achieved conventional significance,  $F(1, 617) = 2.672, p = .013$ , indicating an overall, albeit modest, explanatory power.

The negative association between positive parenting and academic disengagement accords with recent empirical literature demonstrating that warmth, responsive communication, consistent behavioral monitoring, and autonomy support are protective factors for adolescent school engagement (da Fonseca et al., 2024; Dotterer, 2025). In sub-Saharan and Kenyan studies, parental involvement and stable family processes have been linked to improved academic outcomes and lower behavioral problems (Mbithi et al., 2023; Mikwili, Njihia, & Aringo, 2024).

The negative coefficient indicates that higher levels of positive parenting, that are characterized by affection, support, clear communication, behavioral monitoring, and autonomy support are associated with lower levels of academic disengagement. This pattern is theoretically consistent with self-determination and socialization frameworks in which parental warmth and autonomy support foster intrinsic motivation, self-regulation, and school connectedness, thereby reducing behavioral and cognitive withdrawal from school (Acar et al., 2021; da Fonseca et al., 2024). Behavioral control that is consistent and non-coercive appears to support adolescents' adherence to school routines and participation, whereas psychological control undermines autonomous motivation and is linked to poorer school functioning (Perez, Rico, & García, 2021).

The direction of the association accords with a broad evidence base; however, the relatively modest proportion of explained variance suggests additional proximal and distal determinants of disengagement. International meta-analytic work and regional studies frequently find that parenting contributes meaningfully but not exhaustively to engagement outcomes because school climate, peer processes, socio-economic stressors, and individual psychological factors

also play sizable roles (Klassen, Perry, & Frenzel, 2021; Mbithi et al., 2023). In some high-resource contexts, parenting variables explain larger proportions of variance when combined with teacher relational variables and school supports; conversely, in under-resourced urban settings, structural stressors may attenuate the observable impact of parenting on school engagement (Mutua, Kiplangat, & Ngala, 2023).

Several methodological factors temper interpretation. First, the cross-sectional design prevents causal inference. Although the negative association is consistent with theory that parenting influences engagement, reciprocal effects are possible in that disengaged students may elicit different parental responses. Longitudinal data are required to establish temporal ordering and potential feedback loops. Second, measures were predominantly self-reported, which raises the possibility of common-method variance and social desirability bias. Self-report may inflate associations between constructs measured with the same method. Recent recommendations emphasize multi-informant designs combining student reports, teacher ratings, parent reports, and administrative records for attendance and disciplinary incidents to reduce shared method bias and increase construct validity (Abbasi, Dargahi, Pirani, & Bonyadi, 2023; da Fonseca et al., 2024).

Third, although the psychometric indices for the instruments were satisfactory in this study, the cultural validity of some scales deserves attention. Many widely used parenting and engagement scales were developed in Western contexts; measurement invariance testing and local validation would strengthen confidence that items capture the intended constructs among Kenyan adolescents (Mbithi et al., 2023). Without such validation, measurement imprecision could attenuate observed effects. Fourth, unmeasured confounders such as socio-economic status, school climate, teacher practices, and neighborhood adversity may bias estimated associations. The modest  $R^2$  suggests other factors account for a larger share of disengagement variance.

The sample of 618 Form Two students provides good power and supports inference about the target population in urban day-school students in Mvita Sub-County, but generalization beyond similar urban coastal contexts should be cautious. Rural populations, boarding schools, and higher-resource urban schools may exhibit different parent-school dynamics and therefore different effect sizes. However, comparable Kenyan studies in Mombasa and neighboring sub-counties report related patterns, lending some confidence to external validity within coastal urban settings (Mikwili et al., 2024; Mutua et al., 2023).

Although parenting accounted for a modest share of variance in disengagement, the association is practically meaningful. Interventions that promote parental warmth, consistent behavioral monitoring, supportive communication, and autonomy support may contribute to reductions in academic disengagement when embedded within broader, school-based strategies. Programs that pair parent training with school social-emotional learning and teacher capacity building are likely to be more effective than parent-only interventions in under-resourced environments (Mbithi et al., 2023; Dotterer, 2025).

#### **4.5 Relationship Between Problem Behavior and Academic Disengagement**

##### **4.5.1 Normality Test**

Table 4.12 presents autocorrelation test which was determined using Durbin-Watson test.

**Table 4.11**

*Autocorrelation Test*

Model	Durbin- Watson
1	2.041

Source: Author (2024)

The value was 2.041 which is greater than the threshold of 2.0 indicating absence of autocorrelation.

### 4.5.2 Multi-collinearity

Variance Inflation Factor (VIF) of the parenting practices was calculated before being incorporated in the model to determine there was multi-collinearity. The results are displayed in Table 4.13.

**Table 4.12**

*Multi-Collinearity*

Model	Collinearity Statistics	
	Tolerance	VIF
Parenting Practices	1.000	1.000

Source: Author (2024)

The VIF value was 1.000, which is less than 5.0 indicating absence of multi-collinearity.

### 4.5.3 Correlation between Problem Behaviour and Academic Disengagement

The second hypothesis of the study was;

H<sub>02</sub>: Problem behavior has a relationship academic disengagement among form two students

The relationship between problem behavior and academic disengagement was determined using Pearson's product moment. Table 4.14 indicate the results.

**Table 4.13**

*Correlation between Problem Behaviour and Academic Disengagement*

		Parenting Practices
Pearson Correlation	Academic Disengagement	.483
Sig. (2-tailed)		.000
	N	618

Source: Author (2024)

Problem behaviour and academic disengagement have a positive and significant relationship,  $r(618) = .483$  ( $p=.000 < 0.05$ ). Students exhibit problem behaviour are prone to academic disengagement.

The results in Table 4.15 displays the beta coefficient when problem behaviour was regressed against academic disengagement

**Table 4.14**  
*Beta Coefficients*

Model	Variables	Unstandardized		Standardized		Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	
1	(Constant)	23.105	.997		23.177	.000
	Parenting Practice	.353	.026	.483	13.579	.000

Source: Author (2024)

The beta coefficient was .483 and  $p=.000$ , implying that problem behaviour has a positive and significant relationship with academic disengagement. Improvement of problem behaviour by one unit would lead to increase in academic disengagement by a factor of 0.483

**Table 4.15**  
**Summary of the Model**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 <sup>a</sup>	.234	.232	6.69591

Source: Author (2024)

The results on coefficient of determination R-squared at 95% are displayed in Table 4.16, where the calculated value was .234 while the adjusted R-squared was .234 implying that the problem behavior predicts a variance of 23.2 percent on academic disengagement.

Table 4.17 displays results on regression on problem behavior and academic disengagement.

**Table 4.16**

**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5001759.455	605	8267.381	184.39	.000
	Residual	493.185	11	44.835		
	Total	5002252.635	617			

Source: Author (2024)

The sum of squares was 5001759.455 while that of residuals was 493.185, giving a total variance was 5002252.635. The F-test value calculated was 184.39, which is greater than the F-critical (1.562) at 95% confidence level implying a significant goodness of fit between problem behavior and academic disengagement. The strength of variation between problem behavior and academic disengagement was significant since the  $p=.000$  which is less than .05.

**4.5.4 Discussion of Findings**

Preliminary diagnostic tests confirmed that the regression model was statistically sound and free from major statistical violations. The Durbin–Watson statistic (2.041) exceeded the threshold of 2.0, confirming the absence of autocorrelation in the residuals and therefore indicating model independence. Additionally, the Variance Inflation Factor (VIF = 1.000) and tolerance value (1.000) indicated no multicollinearity among predictors, suggesting that the model estimates were stable and reliable. These diagnostic results provide confidence that the associations observed between problem behavior and academic disengagement are valid and not artifacts of statistical dependency or redundancy among variables.

The correlation analysis revealed a moderate, positive, and statistically significant relationship between problem behavior and academic disengagement,  $r(618) = .483, p < .001$ . This suggests that higher levels of problem behavior are associated with higher levels of academic disengagement among adolescents. The regression model further supported this relationship, where problem behavior significantly predicted academic disengagement ( $\beta = .483, t = 13.579, p < .001$ ). The coefficient of determination (Adjusted  $R^2 = .232$ ) indicates that problem behavior alone explains approximately 23.2 percent of the variance in academic disengagement. The model's F-test was also significant,  $F(1, 617) = 184.39, p < .001$ , demonstrating a strong goodness of fit between problem behavior and disengagement outcomes.

These findings corroborate and extend contemporary evidence linking behavioral maladjustment with reduced academic engagement. Recent empirical studies emphasize that students who exhibit higher levels of problem behaviors; whether internalizing or externalizing behaviour were more likely to display cognitive, behavioral, and emotional disengagement from school (Acar et al., 2021; da Fonseca et al., 2024; Klassen et al., 2021). Such behaviors undermine students' capacity to benefit from instructional support, disrupt peer and teacher relationships and erode their motivation to participate in academic activities (Steenberghs et al., 2021).

The magnitude of the observed relationship ( $\beta = .483$ ) is consistent with findings by Acar et al. (2021), who demonstrated that problem behaviors significantly predicted school maladjustment across diverse socio-educational settings. Similarly, Klassen et al. (2021) found that emotional and behavioral problems among adolescents were inversely associated with engagement and academic achievement. In the Kenyan context, additional empirical evidence supports the present findings. A recent study conducted in Mombasa County found that family disintegration, characterized by low parental engagement and household instability, was associated with poorer academic outcomes and increased behavioural difficulties among

secondary school students (Mikwili, Njihia, & Aringo, 2024). Likewise, research carried out in Kisauni Sub-County revealed that classroom and environmental factors significantly predicted disruptive behaviour, which subsequently reduced students' classroom engagement and learning outcomes (Mutua, Kiplangat, & Ngala, 2023). Collectively, these Kenyan studies affirm that behavioural difficulties account for a substantial proportion of variance in academic disengagement within urban coastal settings, aligning closely with the 23.2 percent variance explained in the present study.

Externalizing behaviors, such as aggression, rule-breaking, and defiance, are particularly disruptive to learning environments and have been linked to poor classroom adjustment, peer conflict, and disciplinary exclusion (da Fonseca et al., 2024; Mbithi et al., 2023). These patterns explain why students exhibiting problem behaviors experience decreased support from teachers and peers, ultimately intensifying disengagement. Internalizing symptoms, including anxiety and depression, similarly reduce attention, persistence, and participation, leading to emotional and cognitive withdrawal (Dotterer, 2025).

While the present results align with international trends, certain discrepancies are evident. Some Western studies have found weaker associations between problem behavior and disengagement once socio-emotional support and teacher–student relationship quality are accounted for (Steenberghs et al., 2021). In contrast, the strong predictive strength observed in this Kenyan context may be influenced by systemic factors such as limited access to school-based counseling, large class sizes, and strict disciplinary practices, which can amplify the negative effects of problem behavior on engagement. Furthermore, cultural expectations surrounding obedience and conformity in Kenyan schools may exacerbate the academic consequences of externalizing behaviors relative to Western settings, where socio-emotional support systems are more robust (Khisa & Kingo'ri, 2025).

The absence of multicollinearity and autocorrelation enhances the internal validity of these findings. However, reliance on self-report measures introduces potential common-method bias, as both predictor (problem behavior) and outcome (academic disengagement) variables were assessed using the same response format. Self-reported behaviors may also be influenced by social desirability bias, especially in adolescent populations (Abbasi et al., 2023).

The measurement instruments exhibited satisfactory psychometric properties (KMO = .810; Bartlett's  $p < .001$ ), supporting construct validity. Nonetheless, the application of Western-developed scales may introduce cultural measurement imprecision, as behavioral manifestations and interpretations can differ across cultural and socio-economic contexts (Mado, 2022). Thus, further validation and localization of behavioral scales for Kenyan adolescents are warranted.

The cross-sectional design poses a limitation to causal inference, as temporal ordering between problem behavior and disengagement cannot be conclusively established. Longitudinal or experimental studies would enable testing of directional and reciprocal effects, as disengagement itself may exacerbate behavioral problems over time (Dotterer, 2025).

The study's findings highlight that problem behavior is not only a byproduct of individual emotional distress but also a structural contributor to academic disengagement. The significant model fit ( $F(1, 617) = 184.39, p < .001$ ) and moderate-to-large standardized coefficient ( $\beta = .483$ ) underscore the predictive power of behavioral adjustment in explaining school outcomes. The variance explained (23.2%) is meaningful within psychosocial research, where complex phenomena are influenced by multiple interacting factors.

Given that the sample comprised day-school students in Mvita Sub-County, generalization should be made cautiously. Urban environments such as Mombasa are characterized by socioeconomic disparities, exposure to crime, and family instability, which may amplify the

behavioral determinants of disengagement. These contextual influences may differ in rural or boarding-school populations. Nonetheless, the relatively large sample size (N = 618) enhances internal representativeness within this demographic, supporting cautious generalization to similar urban Kenyan settings.

Practically, these results call for integrated interventions targeting both emotional regulation and behavioral management. School administrators and policymakers should incorporate evidence-based social-emotional learning (SEL) programs, counseling support, and parental engagement initiatives to address the behavioral roots of disengagement. Teacher training should emphasize proactive classroom management and empathy-based discipline strategies that mitigate behavioral escalation (Mbithi et al., 2023; Dotterer, 2025).

#### **4.6 Relationship between Parenting Practice and Problem Behavior**

The third objective was to determine the relationship between parenting practice and problem behavior, the analysis was done using Pearson's Product Moment Correlation at 95 percent confidence level.

##### **4.6.1 Pearson's Product Moment Correlation**

The findings on the Table 4.18 show the correlation coefficient of parenting practice variables and problem behaviour variables.

**Table 4.17***Pearson's Correlation Matrix*

	ASC	EA	BC	PC	IPB	EPB
ASC	1	.415**	.301**	-.063**	-.252**	-.281**
	Sig. (2-tailed)	.000	.000	.001	.000	.000
EA	.	1	.256**	-.045**	-.072**	-.090*
	Sig. (2-tailed)		.000	.025	.031	.024
BC			1	-.252**	-.042**	-.120**
	Sig. (2-tailed)			.000	.016	.003
PC				1	.256**	.158**
	Sig. (2-tailed)				.000	.000
IPB					1	.455**
	Sig. (2-tailed)					.000
EPB						1
	Sig. (2-tailed)					

Note: N=618, ASC- Affection, Support and Communication, EA- Encourage Autonomy, BC- Behavioural Control, PC- Psychological Control, IPB- internalizing Problem Behaviour, EPB- Externalizing Problem Behaviour

Source: Author (2024)

Affection, support and communication had positive and significant association with encouragement of autonomy ( $r=.415$ ,  $p=.000$ ) and behavioural control ( $r=.301$ ,  $p=.000$ ) Affection, support and communication had a negative and significant association with psychological control ( $r=-.063$ ,  $p=.001$ ), internalizing problem behaviour ( $r=-.252$ ,  $p=.000$ ) and externalizing problem behaviour ( $r=-.281$ ,  $p=.000$ ). Encouragement of autonomy has a positive

and significant association with behavioural control ( $r=.256$ ,  $p=.000$ ) but was negatively associated with psychological control ( $r= -.045$ ,  $p=.025$ ), internalizing problem behaviour ( $r=.072$ ,  $r=.031$ ) and externalizing problem behaviour ( $r= -.090$ ,  $p=.024$ ). Behavioural control had a negative and significant association with psychological control ( $r= -.252$ ,  $p=.000$ ) but a negative and significant association with internalizing problem behaviour ( $r= -.042$ ,  $p=.016$ ) and externalizing problem behaviour ( $r=-.12$ ,  $p=.003$ ). Psychological control had a positive and significant association with internalizing problem behaviour ( $r=.256$ ,  $p=.000$ ) and externalizing problem behaviour ( $r=.158$ ,  $r=.000$ ). Internalizing problem behaviour had a positive and significant with externalizing problem behaviour ( $r=.455$ ,  $p=.000$ ).

#### **4.6.2 Discussion of Findings on Parenting Practice and Problem Behavior**

The correlation analysis revealed meaningful and theoretically coherent relationships among dimensions of parenting practices and adolescent problem behaviors. Affection, support, and communication were positively associated with encouragement of autonomy and behavioral control, but negatively associated with psychological control, internalizing problem behavior, and externalizing problem behavior. These results suggest that adolescents who experience warmth, emotional availability, and open communication from their parents are less prone to emotional and behavioral difficulties. Such findings are consistent with contemporary evidence indicating that supportive and communicative parenting fosters adolescents' self-regulation, emotional adjustment, and academic engagement (Dotterer, 2025; Danacı & Totan, 2024).

The positive relationship between affection, support, and communication and behavioral control underscores the argument that emotionally secure parent-child relationships strengthen parental authority and monitoring effectiveness. Parental warmth and consistent communication build trust, which enhances compliance with behavioral guidelines (Fan et al., 2024). Similar associations have been reported in recent studies in sub-Saharan Africa, where

parental affection and involvement promote adolescent self-disclosure and responsible behavior (Maua, Macharia, & Ntarangwe, 2025).

Conversely, the observed negative association between affection, support, and psychological control suggests that parents who use open communication and emotional support are less likely to rely on manipulative or coercive techniques. These findings mirror results from recent meta-analytic reviews showing that autonomy-supportive parenting reduces parental psychological control and promotes adaptive functioning (Ahmad, Stallman, & Peng, 2022).

Affectionate and supportive parenting was negatively correlated with both internalizing and externalizing problem behaviors. Adolescents raised in warm, communicative families tend to display lower anxiety, depression, and aggression, consistent with studies linking emotional support and parental responsiveness to reduced behavioral problems (Khisa & Kingo'ri, 2025). Parental affection appears to buffer adolescents from stress and enhance coping, thereby reducing both emotional withdrawal and disruptive conduct (Mbithi et al., 2023).

Encouragement of autonomy was positively associated with behavioral control but negatively associated with psychological control, internalizing, and externalizing behaviors. Autonomy-supportive parenting allows adolescents to internalize behavioral expectations and develop intrinsic motivation, thereby reducing reliance on external enforcement (Ryan & Deci, 2017). Recent research affirms that autonomy-supportive parents cultivate adolescents' decision-making competence and emotional resilience, protecting against both internalizing and externalizing symptoms (Perez et al., 2021).

Behavioral control, characterized by consistent supervision and clear boundaries, showed a negative association with psychological control and both forms of problem behavior. These results are consistent with the view that firm but non-intrusive control that distinguishes behavioral from psychological control predicts better socio-emotional outcomes (Mabbe et al.,

2015). Excessive psychological control, by contrast, was positively correlated with both internalizing and externalizing behaviors, suggesting that manipulation and guilt induction foster emotional distress and rebellious conduct. Contemporary studies corroborate this dual risk, showing that psychologically controlling parenting undermines self-regulation and leads to anxiety, depression, and aggression (Perez et al., 2021; Kim, 2023).

Finally, internalizing and externalizing behaviors were positively correlated, indicating their co-occurrence within adolescents' emotional and behavioral adjustment. This comorbidity has been observed across diverse cultural contexts, suggesting shared emotional dysregulation and coping deficits (Lee & Bukowski, 2012; Yoon, 2017).

Although correlation coefficients were significant and theoretically coherent, causality cannot be inferred due to the cross-sectional design. Self-report data may also be subject to common-method bias and social desirability effects (Abbasi, Dargahi, Pirani, & Bonyadi, 2023). Future studies should integrate multi-informant measures such as teacher or parent reports and longitudinal designs to strengthen causal inference. Nonetheless, sampling adequacy ( $N = 618$ ) and strong psychometric reliability of the scales support the robustness of the present findings.

The findings emphasize that parenting characterized by warmth, autonomy support, and consistent behavioral control serves as a protective factor against adolescent problem behaviors. In contrast, psychologically controlling practices heighten vulnerability to both internalizing and externalizing difficulties. Interventions targeting parental communication, autonomy-support, and non-coercive behavior management could thus play a pivotal role in promoting positive adolescent adjustment and school engagement, particularly in urban coastal contexts such as Mombasa, where psychosocial stressors and weak parental supervision are prevalent.

#### 4.7 Gender Intervenes the Relationship between Problem Behavior and Academic Disengagement.

Table 4.19 presents the findings on Levene's test on problem behavior and academic disengagement.

**Table 4.18**

*Levene's Test of Equality of Error Variances*

F	df1	df2	Sig.
4.961	306	310	.000

Source: Author (2024)

The F-value calculated was 4.961 indicating the ratio of variance boys and girls between g to the variance within groups. F-value is greater than 1 indicating a difference in the relative means in boys and girls. The results shows significant differences between boys and girls in academic disengagement and problem behaviour.

Table 4.20 displays results on association between parenting practice and academic disengagement through intervening effect of gender.

**Table 4.19**

*Test Between Subject Effects*

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	18782.898 <sup>a</sup>	78	240.806	7.655	.000	.531
Intercept	393353.637	1	393353.64	12504.09	.000	.959
Gender	83.795	1	83.795	2.664	.103	.005
Problem Behaviour	13852.877	44	314.838	10.008	.000	.455
Gender * Problem Behaviour	4458.685	33	135.112	4.295	.000	.212
Error	16609.821	528	31.458			
Total	827763.000	607				
Corrected Total	35392.718	606				

a. R Squared = .531 (Adjusted R Squared = .461)

Source: Author (2024)

The overall model is significant ( $F(78, 528) = 7.655, p < .001$ ), indicating that the problem behaviour and gender variables explain significant amount of variance in academic disengagement. The model explains approximately 53.1% of the variance (Partial Eta Squared = .531).

It is highly significant the intercept ( $F(1, 528) = 12504.09, p < .001$ ) is highly significant, suggesting a strong overall effect. The gender ( $F(1, 528) = 2.664, p = .103$ ), is not significant

since it does not reach conventional significance levels ( $p < .05$ ). This indicates that gender is not a strong predictor of the academic disengagement. Problem behaviour ( $F(44, 528) = 10.008$ ,  $p < .001$ ) is significant, suggesting that it significantly affects the academic disengagement and accounts for 45.5% of the explained variance (Partial Eta Squared = .455). Interaction between problem behaviour and gender is significant ( $F(33, 528) = 4.295$ ,  $p < .001$ ) and accounts for 21.2% of the variance. This suggests that the effect of problem behaviour on the dependent variable differs by gender. This indicates that gender intervenes the relationship between problem behaviour and academic disengagement.

#### **4.7.1 Discussion of Findings**

The interplay between gender, problem behavior, and academic disengagement is a multifaceted issue. Gender intervenes the relationship between problem behavior and academic disengagement. The overall regression model predicting academic disengagement was statistically significant and explained a substantial proportion of variance (Adjusted  $R^2 = .461$ ; Corrected  $R^2 = .531$ ), indicating that the predictors collectively accounted for nearly half of the variability in disengagement among Form Two students in Mvita Sub-County. Problem behavior emerged as a strong and statistically significant predictor, accounting for the largest share of explained variance. Gender, as a main effect, was not statistically significant; however, the interaction between gender and problem behavior was significant, suggesting that the relationship between problem behavior and academic disengagement differs by gender.

The finding that problem behavior is a robust predictor of academic disengagement aligns with a growing body of evidence demonstrating that both internalizing and externalizing behaviors are inversely related to students' school engagement and academic outcomes (da Fonseca, Santos, & Santos, 2024; Dotterer, 2025). Recent studies have shown that adolescents exhibiting higher levels of conduct problems, impulsivity, or emotional distress tend to show reduced

academic motivation, classroom participation, and cognitive investment (Fan, Feng, & Zhang, 2024). Similar associations have been documented in sub-Saharan contexts, where behavioral maladjustment and low parental supervision jointly predict school disengagement and dropout (Mbithi et al., 2023; Atolla & Mawang, 2025).

The absence of a significant main effect of gender, but the presence of a significant gender  $\times$  problem behavior interaction, supports current evidence that gender does not always exert a direct influence on academic disengagement but rather moderates how risk factors operate (Mado, 2022; Danacı & Totan, 2024). This indicates that while both boys and girls may exhibit disengagement, the pathways differ: externalizing behaviors (e.g., aggression, defiance) are more prevalent among boys and tend to lead to overt behavioral disengagement, whereas internalizing behaviors (e.g., anxiety, withdrawal) are more common among girls and contribute to emotional and cognitive disengagement (da Fonseca et al., 2024; Kim, 2023).

These gendered differences in behavioral expression mirror findings in other cultural contexts showing that boys' problem behaviors often draw disciplinary responses and classroom exclusion, while girls' internalizing tendencies may manifest as quiet disengagement (Dotterer, 2025). Thus, gender serves as a moderator rather than a primary determinant of disengagement, shaping how behavioral problems translate into academic outcomes.

Levene's test indicated heterogeneity of variances across gender ( $F = 4.961, p < .001$ ), violating the assumption of homogeneity. Such violations may bias standard F-tests; therefore, future analyses should employ robust approaches such as Welch's ANOVA or heteroscedasticity-consistent standard errors (Delacre et al., 2021). Moreover, given that the study relied on self-report measures for parenting, problem behavior, and disengagement, there exists potential for common-method bias and social-desirability effects. Recent psychometric research emphasizes

the value of triangulating self-reports with teacher ratings or school records to enhance validity (Abbasi, Dargahi, Pirani, & Bonyadi, 2023).

Despite these limitations, diagnostic statistics (VIF  $\approx$  1.01; KMO = .81; Bartlett's Test,  $p < .001$ ) suggest that multicollinearity and construct validity were adequately addressed. However, future research could benefit from using structural equation modeling (SEM) to examine moderated mediation effects and reduce measurement error (Kim, 2023; Dotterer, 2025).

These findings underscore the importance of targeting problem behavior as a primary mechanism influencing academic disengagement. Interventions should adopt gender-sensitive strategies: behavioral management and mentoring programs for boys addressing externalizing behaviors, and emotional-support and resilience-building interventions for girls addressing internalizing tendencies (Mado, 2022; Mbithi et al., 2023). Additionally, schools in urban coastal contexts such as Mvita should strengthen parental engagement initiatives, as prior research has linked weak parental involvement to heightened behavioral risks and disengagement (Mikwili, Njihia, & Aringo, 2024).

Overall, the current study contributes to contemporary evidence that while gender does not independently predict disengagement, it moderates the influence of problem behavior. Theoretically, these results affirm the importance of considering gendered behavioral pathways in models of adolescent school engagement and suggest that targeted, context-sensitive interventions may mitigate disengagement risks in Kenyan secondary schools.

## 4.8 Problem Behavior Mediates the Relationship between Parenting Practice and Academic Disengagement

### 4.8.1 Normality Test

Table 4.21 presents autocorrelation test for parenting practice and academic disengagement which was determined using Durbin-Watson test.

**Table 4.20**

*Autocorrelation Test*

Model	Durbin- Watson
1	2.057

Source: Author (2024)

The value calculated was 2.057 which is greater than the threshold of 2.0 indicating absence of auto-correlation.

### 4.8.2 Multi-collinearity

Variance Inflation Factor (VIF) of the parenting practices and problem behavior was calculated before being incorporated in the model to determine there was multi-collinearity. Table 4.22 represents the findings for VIF values for both parenting practice and problem behavior.

**Table 4.21**

*Multi-Collinearity*

Model	Collinearity Statistics	
	Tolerance	VIF
Parenting Practices	.989	1.011
Problem Behavior	.989	1.011

Source: Author (2024)

The Variance Inflation Factor (VIF) for the independent variables was 1.011, which is well below the commonly accepted threshold of 5.0 (Hair et al., 2019). This indicates that there is

no significant multicollinearity among the predictors in the regression model. Value of about 1 suggests that the predictors are virtually independent of each other, which enhances the reliability and interpretability of the regression results.

### 4.8.3 Inter-relationship between Parenting Practices, Problem Behavior and Academic Disengagement

The fifth hypothesis of the study was;

H<sub>05</sub>: Problem behavior mediates the relationship between parenting practice and academic disengagement among form two students.

The results in Table 4.23 displays the beta coefficient when parenting practice and problem behaviour was regressed against academic disengagement.

**Table 4.22**

*Beta Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	24.150	2.166	11.151	.000	
	Parenting Practices	-.022	.037	-.022	-.613	.540
	Problem Behaviour	.351	.026	.486	13.456	.000

Source: *Author (2024)*

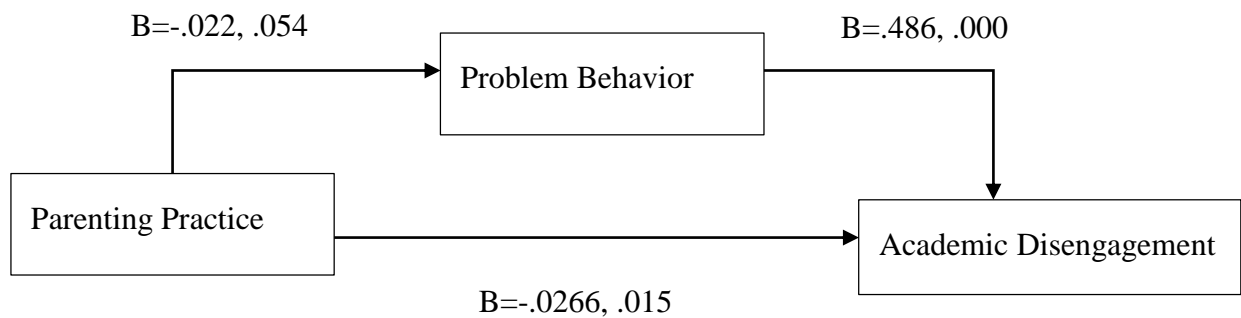
The beta coefficient for parenting practice was -.022 and p=.054 while that of problem behaviour was .486 (p=.000), implying that problem behaviour has a positive and significant relationship with academic disengagement while parenting practice has a negative and insignificant relationship with academic disengagement. Inclusion of problem behaviour in the model reduces the significance of parenting practice on academic disengagement, this implies

that problem behaviour mediates the relationship between parenting practice and academic disengagement.

The Figure 4.2 presents the summary of indirect and direct among parenting practices, problem behavior and academic disengagement.

**Figure 4.2**

*Mediation Analysis*



Source: Author (2024)

When parenting practice and problem behaviour were regressed against academic disengagement, the model obtained was;

$$Y = 39.340 - 0.266X_1$$

$$Y = 23.105 - 0.22X_1 + 0.486X_2$$

Where Y is academic disengagement while  $X_1$  is parenting practice while  $X_2$  is Problem Behaviour.

Direct Effect of Parenting Practices ( $X_1 \rightarrow Y$ ) is demonstrated in the simple regression model, the coefficient of  $X_1$  was -0.226, indicating that higher parenting practices were associated with lower academic disengagement. This confirms a negative relationship between parenting practices and disengagement.

Indirect (Mediated) Effect via Problem Behavior ( $X_1 \rightarrow X_2 \rightarrow Y$ ) is represented in the full model. Parenting practices ( $X_1$ ) had a reduced coefficient of -0.22, while problem behavior

(X<sub>2</sub>) had a positive coefficient of 0.486. This suggests that parenting practices indirectly affect academic disengagement through problem behavior, implying higher positive parenting reduces problem behavior, which in turn reduces academic disengagement. The reduction in the absolute value of the X<sub>1</sub> coefficient from -0.226 to -0.22 indicates partial mediation.

The total effect of parenting practices on academic disengagement combines the direct and indirect effects. The negative direct effect and the indirect pathway through problem behavior indicate that parenting practices influence academic disengagement both directly and indirectly via problem behavior. Overall, the results show that problem behavior partially mediates the relationship between parenting practices and academic disengagement. Effective parenting reduces problem behaviors, which subsequently lowers academic disengagement. Simultaneously, parenting practices also have a direct protective effect on disengagement independent of problem behavior. This finding highlights the dual role of parenting in influencing adolescent academic outcomes: both through shaping behavior and providing direct support and guidance.

The results on coefficient of determination R-squared at 95% for parenting practice and problem behavior on academic disengagement are displayed in Table 4.24.

**Table 4.23**

*Summary of the Model*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489 <sup>a</sup>	.239	.237	6.62529

Source: Author (2024)

The calculated R<sup>2</sup> value was .239 while the adjusted R-squared was .237 implying that the parenting practice and problem behaviour predicts a variance of 23.7 percent on academic disengagement.

The findings in Table 4.25 show ANOVA for the mediation of problem behavior on the relationship between parenting practice and academic disengagement.

**Table 4.24**

*ANOVA*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2393346.134	589	4063.406	92.573	.000
	Residual	1229.032	28	43.894		
	Total	2394575.166	617			

Source: Author (2024)

The regressed sum of squares was 2393346.134 while that of residuals was 43.894, giving a total variance was 2394575.166. The F-test value calculated was 92.575, which is greater than the F-critical (1.562) at 95% confidence level implying a significant goodness of fit between parenting practice and problem behavior with academic disengagement. The strength of variation between problem behavior and academic disengagement was significant since the  $p=.000$  which is less than .05.

#### **4.8.4 Discussion of Findings**

The fifth hypothesis examined whether problem behavior mediates the relationship between parenting practices and academic disengagement among Form Two students. The multiple regression model that included both parenting practices and problem behavior was statistically significant,  $F(1, 617) = 92.573, p < .001$ , with an adjusted  $R^2$  of .237. This indicates that parenting practices and problem behavior jointly explained approximately 23.7 percent of the variance in academic disengagement.

In the mediation model, the standardized coefficient for problem behavior was strong and significant ( $\beta = .486, p < .001$ ), while that of parenting practices was small and statistically

insignificant ( $\beta = -.022, p = .540$ ). The reduction of the direct effect of parenting practices from  $-.266$  (simple regression) to  $-.022$  after the inclusion of problem behavior indicates partial mediation. Thus, problem behavior serves as an intermediary mechanism through which parenting influences academic disengagement.

Statistically, this suggests that effective parenting indirectly reduces academic disengagement by lowering levels of behavioral problems. Conversely, negative or inconsistent parenting increases the likelihood of maladaptive behaviors, which in turn elevate the risk of academic disengagement. The absence of multicollinearity ( $VIF = 1.007$ ) and autocorrelation (Durbin-Watson = 2.937) confirms that the regression assumptions were satisfied, strengthening the internal validity of the mediation results.

The mediation findings align with emerging empirical evidence emphasizing the central role of behavioral adjustment as a conduit between family dynamics and academic outcomes. Studies have consistently shown that warm, supportive, and autonomy-promoting parenting reduces the likelihood of internalizing and externalizing behaviors, which subsequently enhances academic engagement (da Fonseca et al., 2024; Dotterer, 2025; Perez et al., 2021).

Studies from Sub-Saharan Africa provides converging evidence that family dynamics and parenting practices play a crucial role in shaping adolescents' behavioural and academic outcomes. A study conducted in Rwanda established that family cohesion and parental supervision were strongly associated with lower levels of both internalizing and externalizing problem behaviours among adolescents, highlighting the family environment as a key determinant of school adjustment (Nsengiyumva, et al., 2021). In Kenyan context, Mikwili et al. (2024) reported that family disintegration and low parental involvement were predictive of both behavioral problems and poor academic performance, echoing the patterns observed in the current study. At a broader regional level, large-scale analyses of disciplinary practices

across Sub-Saharan Africa have shown that harsh or coercive parenting is associated with higher rates of child socioemotional and behavioural problems, which, in turn, compromise school attendance and performance (Pesando et al., 2023).

Recent cross-cultural evidence further supports these findings. Llorca et al. (2021) and da Fonseca et al. (2024) found that autonomy-supportive parenting promotes self-regulation, emotional adjustment, and engagement, while psychological control fosters anxiety and aggression, indirectly reducing motivation to learn. These outcomes resonate with the present study's observation that parenting affects disengagement indirectly through behavioral adjustment rather than directly through parental involvement alone.

The results underscore the dual pathway through which parenting influences academic outcomes: a direct pathway, where positive parenting enhances motivation and school commitment, and an indirect pathway, mediated by behavior regulation. Positive parenting characterized by affection, responsiveness, and clear communication builds emotional security and resilience, enabling adolescents to internalize behavioral norms and develop adaptive coping mechanisms. This emotional scaffolding reduces both externalizing behaviors (aggression, defiance) and internalizing symptoms (anxiety, withdrawal), which are known predictors of disengagement (Klassen, Perry, & Frenzel, 2021; da Fonseca et al., 2024).

Conversely, parenting marked by coercion or psychological control disrupts autonomy and intrinsic motivation, producing maladaptive emotional regulation patterns. Such environments increase adolescents' vulnerability to problem behaviors, peer conflicts, and academic withdrawal. The mediation pattern observed here supports self-determination theory, which posits that parental autonomy support facilitates students' sense of competence and relatedness, thereby promoting engagement and reducing maladaptive behaviors (Ryan & Deci, 2020).

The direction and magnitude of the mediation effect are consistent with international and regional studies that identify behavioral functioning as a core mechanism linking family socialization and academic adjustment (da Fonseca et al., 2024; Perez et al., 2021). However, compared to Western samples, the partial mediation effect observed in this Kenyan urban setting explains a slightly smaller proportion of variance (23.7 percent versus 30–35 percent reported in high-income contexts; see Llorca et al., 2021). This discrepancy may reflect cultural and structural factors such as limited access to psychosocial resources, larger class sizes, and differing disciplinary norms, which can amplify or attenuate the influence of family processes on adolescent outcomes (Mbithi et al., 2023).

Although the mediation model demonstrated good statistical fit and effect size, several methodological considerations warrant caution. First, the cross-sectional design limits causal inference; while the direction of effects is theoretically justified, reverse causation is possible. Future longitudinal or experimental studies are necessary to confirm causal ordering. Second, reliance on self-report measures introduces risks of common-method bias and social desirability distortion. Adolescents may underreport behavioral problems or exaggerate parental warmth. Future research should triangulate data using multi-informant designs, including teacher ratings and school attendance or disciplinary records, to reduce measurement bias (Abbasi, Dargahi, Pirani, & Bonyadi, 2023).

Third, the use of scales developed in Western contexts poses challenges of cultural validity. Parenting behaviors and interpretations of disengagement may differ across cultural and socioeconomic settings (Mado, 2022). Although the instruments exhibited satisfactory reliability and construct validity ( $KMO = .810$ ; Bartlett's  $p < .001$ ), confirmatory factor analyses or local adaptation would enhance measurement precision and interpretive confidence. Finally, unmeasured confounding variables such as socioeconomic status, teacher–student relationships, and school climate could influence both problem behavior and

disengagement, potentially inflating mediation effects. Including these variables in future multi-level models would provide a clearer picture of the hierarchical determinants of disengagement.

The findings are drawn from a large sample ( $N = 618$ ) of day-school students in Mvita Sub-County, providing a solid empirical basis for inference within similar urban coastal contexts. However, generalization to rural populations, boarding schools, or different cultural regions should be made with caution. Social and economic variability across counties could moderate the magnitude of mediation effects observed here.

Practically, these results highlight the importance of integrated interventions that target both parenting practices and student behavior management. School-based family engagement programs emphasizing parental warmth, monitoring, and autonomy support could reduce adolescent problem behaviors and enhance academic engagement. Similarly, incorporating behavioral regulation and social–emotional learning programs in schools could address the mediating mechanism directly, producing more sustainable engagement outcomes (Dotterer, 2025; Mbithi et al., 2023).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents a summary of the findings, conclusion and recommendations. The summary of findings and conclusions are drawn as per the objectives of the study. Recommendations of the study comprise of policy and further research.

#### **5.2 Summary of Findings**

The first objective was to establish the relationship between parenting practices and academic disengagement. The study established that positive parenting practices had negative and significant relationship with academic disengagement. Parenting practices characterized by warmth and support has associated with low levels of academic disengagement. Children who feel loved and valued by their parents, are more likely to be motivated and engaged in their schoolwork. Children with parents who show less affection and offer little or no support to them, have a higher chance of cognitive and behavioral disengagement in school. Open and effective communication between parents and children creates a supportive environment where children feel comfortable discussing their academic challenges. Parents who actively support their children's educational endeavors whether through help with homework, attending school events or encouraging them in extracurricular activities are less likely to disengage. Excessive parental affection or support can lead to overprotection, which may limit a child's ability to develop independence and self-regulation, potentially resulting in behavioral disengagement.

Parental autonomy enables children to take responsibility for their own learning and decision-making, it fosters intrinsic motivation thus reducing chances of cognitive and behavioural disengagement. Encouraging autonomy allows children to explore and solve problems on their own thus making them more resilient and engaged learners. Granting autonomy makes learners

have a say in the learning process thus making them to adequately prepare for class activities, attend class in time, and actively participate in class. Parental behavior control through setting up of rules and boundaries, parental monitoring and reinforcement of positive behaviors at home have a negative relationship with academic disengagement. Consistent behavioural control where parents consistently enforce rules and consequences create a stable background for learning enabling the learner to adhere to school rules and respect their peers and teachers. Psychological control makes children feel resentful thus fostering academic disengagement. Children overly focused on pleasing their parents end up acting out thus are emotionally disengaged.

The second objective was to establish the relationship between problem behavior and academic disengagement. The study established that problem behavior had a positive and significant relationship with academic disengagement. Students experiencing internalizing behaviors such as withdrawal, depression or anxiety often feel overwhelmed, leading to difficulty concentrating on schoolwork. Withdrawal and depression are related to both cognitive and behavioral disengagement. Students with internalizing issues may struggle to connect with peers, leading to social isolation hence emotional and behavioral disengagement. Low self-esteem and the feeling of worthlessness leads to doubting of ones' cognitive abilities and as a result cognitive disengagement. Aggressive behaviors result to conflicts and picking up fights with other students and teachers leading to negative feedbacks thus the learner experience decreased social support thus emotionally getting disengaged. Disruptive behaviors such as arson and strikes often disrupt the learning process, which hinder learners' engagement leading to missed instruction or disruption of academic and social activities.

The third objective of the study was to determine the relationship between parenting practice and problem behavior. The study established that parenting practices characterized by affection, support, effective communication, behavioral control, encouragement of autonomy

were negatively associated with problem behavior while psychological control and coercive parenting practices were positively associated with problem behavior. Warm and supportive parenting makes children feel valued, hence minimizes anxiety and self-doubt. Effective communication encourages children to express their feelings and concerns thus helping them to share their feelings and concern, and in solving their challenges, this reduces the likelihood of internalizing problems such as depression, low self-esteem and withdrawal. Parenting practices characterized by warmth and support fosters a strong emotional bond thus reducing anger and frustration in children. Open and effective communication enables children express their feelings and frustrations thus minimizes disruptive and aggressive behaviors. Support, warmth and parental involvement during adolescence enhances strong child-parent bond creating an opportunity for normative socialization hence reducing chances of problem behaviors. Autonomy enhances social competence, as individuals learn to navigate relationships more effectively, reducing isolation and related internalizing issues. Parental autonomy support facilitates optimal adjustment by allowing children to explore their feelings and to internalize rules and by encouraging children's intrinsic motivation curbing aggression and disruptive tendencies. Effective behavioral control such as setting clear expectations and maintaining consistency in children reduce susceptibility to internalizing problem behaviors such as anxiety, depression and withdrawal. Children who experience appropriate behavioral control may develop better emotional regulation skills, thus reducing disruptive and aggressive behaviors since they are able to effectively cope with stress and negative emotions. Corporal punishment and harsh parenting practices does not only lead to externalizing behaviors such as delinquent and aggressive behaviors but also internalizing behaviors such as withdrawal and anxiety. Psychological control leads to emotional distress in children thus making them internalize negative feelings and experiences. Children subjected to psychological control may develop low self-esteem and a poor self-image, which can contribute to feelings of anxiety and

depression. Emotional manipulation, guilt induction or over-involvement causes children to develop externalizing behaviors like aggression, defiance, or oppositional behavior.

The fourth objective was to establish whether gender intervenes the relationship between problem behavior and academic disengagement. The study established that there was a significant difference in problem behavior and academic disengagement between boys and girls. Boys exhibited higher levels of problem behavior than girls while girls exhibited higher academic disengagement levels than boys. Boys are more likely to exhibit externalizing behaviors which can lead to conflicts with authority and decreased academic engagement while on the other hand, girls displayed internalizing behaviors such as anxiety or withdrawal resulting into emotional and cognitive disengagement. The gender difference in academic disengagement is due to societal pressure and expectations on boys, these expectations are source of motivation to the boys.

The fifth objective was to establish whether problem behaviour mediates the relationship between parenting practice and academic disengagement. Warm and supportive parenting makes children feel valued, hence minimizes anxiety and self-doubt thus enhancing self-esteem reducing emotional disengagement. Parenting practices that support autonomy reduces maladaptive academic functioning by promoting mastery goal orientations, thereby potentially mitigating academic disengagement. Inconsistent behavioral control and negative parenting leads to development of problem behaviors in children. Aggressive behaviors may lead to conflicts with peers, teachers and staff resulting in social isolation. Punitive and harsh discipline can increase adolescents' relational aggression. This relational aggression can then contribute to academic disengagement, as students become more focused on social strife than academic pursuits. Parenting practices that are based on mutual support, warmth and encourage autonomy were positively related to high levels of academic outcomes and negatively related to problem behaviors.

### **5.3 Conclusion**

Positive parenting practices had a negative and significant effect on academic disengagement. Children whose parents coupled behavioral control and warmth demonstrated high levels of school engagement compared to those children whose parents' exerted restrictive control. Parenting practices based on behavioral control and warmth are negatively related to academic disengagement since children learn some abilities and skills such as discipline and tolerance that are essential in cognitive and behavioral engagement. Positive parenting enhances mastery of competencies, which are essential of cognitive engagement. Psychological controlling, punitive punishment and non-directive parenting practice without any follow up on child's learning activities encourages cognitive disengagement and emotional disengagement.

Problem behavior had a positive and significant relationship with academic disengagement. Problem behaviors in children inhibit them from effectively interacting with their social environment in school thus contributing to academic disengagement. Anxiety, anger, disruptive behaviors and aggression amongst other problem behaviors contribute to learner's conflicts with peers and teachers, disliking of the school, absenteeism, non-participation to co-curricular activities, rule breaking, and violence and bullying. Externalizing problem behaviors are related to delinquency, truancy, aggression and violence in schools while internalizing problem behaviors are associated with skip of classes, emotional disengagement

The study established that parenting practices characterized by affection, support, effective communication, behavioral control, encouragement of autonomy were negatively associated with problem behavior while psychological control and coercive parenting practices were positively associated with problem behavior. Warmth, support and effective communication fosters a strong child-parent relationship thus reduces likely of development of problem behaviors. Psychologically controlling and punitive punishment leads to adolescents exhibiting

both externalizing and internalizing behavior problems. Emotional manipulation leads to low self-esteem and a poor self-image, which can contribute to feelings of anxiety and depression. Emotional manipulation, guilt induction or over-involvement causes children to develop externalizing behaviors like aggression, defiance, or oppositional behavior in children. Behavior control and monitoring reduce the chances of a child developing problem behaviors since they are guided into conforming to the acceptable societal norms. Corporal punishment and harsh parenting practices does not only lead to externalizing behaviors such as delinquent and aggressive behaviors but also internalizing behaviors such as withdrawal and anxiety. Encouragement of autonomy was negatively associated with internalizing problem behavior and externalizing problem behavior. Autonomy support fosters emotional expression and regulation, helping individuals cope better with stress and challenges therefore limiting development of aggression or disruptive behaviours.

Gender was found to intervene the relationship between problem behaviour and academic disengagement. Boys exhibited higher levels of problem behavior than girls while girls exhibited higher academic disengagement levels than boys. Boys exhibited externalizing behaviors which leads to conflicts with authority and decreased academic engagement while girls, on the other hand, displayed internalizing behaviors such as anxiety or withdrawal resulting into emotional and cognitive disengagement. Boys manifest higher levels of decreased school interest, lower academic achievement, disruptive behaviors and higher rates of school dropout while girls exhibit higher levels in avoidance strategies, oppositional behavioral in classroom and passivity in classroom activities.

Positive parenting characterized by warmth and autonomy support leads to beneficial academic outcomes by fostering goal engagement, whereas negative parenting practices, such as psychological control and harsh discipline, can lead to problem behaviors that mediate academic disengagement. These insights underscore the importance of nurturing parenting

styles that promote healthy academic engagement and minimize the risk of problem behaviors that can disrupt educational trajectories. Psychological control and punitive punishment lead to development of problem behaviors in children, this is propagated to school in form of problematic interactions thus formulating problematic relationships in increasing the chances of school dissatisfaction and disruptive behaviors. Lack of consistency and ineffective limit setting promotes development of problem behaviors amongst children leading to academic disengagement.

## **5.4 Recommendations**

### **5.4.1 Practice Recommendations**

Informed by the study findings that supportive parenting practices, characterized by warmth and clear rules, are instrumental in fostering children's academic success as well as curbing development of problem behavior. Conversely, parenting styles that exert psychological control leads to academic disengagement, negatively impacting academic success and leading to development of problem behavior.

The study advances following recommendations;

- i. Education stakeholders such as leaders of religious groups and parent association should create awareness to parents on the importance of strong parent-child relationship and supportive home environment coupled with warmth, autonomy and behavioral control in order to bringing up a morally upright and holistically developed member of the society.
- ii. Education stockholders including Ministry of Education (MOE) and Teachers service commission should come up with policies and regulations that encouragement greater parental responsibility and involvement in their child's

schooling in order to reduce problem behaviors and academic disengagement among high school students

- iii. Girls were found to exhibit higher levels of academic disengagement than boys in Mombasa County, therefore education stakeholders should put more emphasis in girl-child education and enhance awareness on the importance of girl-child education.
- iv. Boys were found to exhibit higher levels of problem behavior than girls in Mombasa County. Interventions especially through guidance and counselling should be enhanced to ensure boys self-regulate and are intrinsically motivated to uphold high levels of behavior.

#### **5.4.2 Further Research**

The study advances the following recommendations for further research;

- i. Should adopt longitudinal or experimental designs to confirm the direction of influence between parenting practices, problem behavior, and academic disengagement. The current cross-sectional design limits causal inference and cannot rule out reverse or reciprocal effects
- ii. Subsequent research should integrate data from multiple sources such as teacher ratings, parent reports, and school attendance or disciplinary records—to reduce common-method bias and social-desirability distortion. Multi-informant approaches would enhance construct validity and provide a more accurate assessment of adolescent behavior and engagement
- iii. Should perform confirmatory factor analyses, measurement invariance testing, and local validation to ensure cultural and contextual relevance. This would strengthen

interpretive precision when assessing parenting and engagement constructs among Kenyan adolescents

- iv. Should include contextual predictors such as socioeconomic status, school climate, teacher–student relationships, and neighborhood factors. Multi-level analyses would clarify how these environmental factors interact with parenting and behavior to shape disengagement patterns

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## APPENDICES

### 4.8 Appendix I: QUESTIONNAIRE

**Dear Student,**

Effective parenting is beneficial to all the stakeholders of the society. The experiences your will indicate will be of benefit to many. You are humbly requested to respond to all the questions in the questionnaires. The information that you will provide will be treated with ultimate confidentiality and is strictly for research study. The objective of the study is to establish the interrelationships between parenting practices, problem behavior and academic disengagement. **Please do not indicate your name**

#### SECTION A: GENERAL INFORMATION

Answer by ticking the appropriate box (√)

1. Please select you the categorization of your school

Mixed Day and Boarding School

Girls Day School

Boys Day Boarding

2. Please indicate your gender

Male

Female

## SECTION B: PARENTING PRACTICES SCALE

Please indicate the extent to which the following statements describe interactions with your parents: **1 = completely false; 2 = somewhat false; 3 = somewhat true; 4 = completely true**

		1	2	3	4
	<b>Affection, Support and Communication</b>				
1.	When I speak with my parents, they show interest and pay attention.				
2.	My parents encourage me to tell them about my problems and concerns				
3.	If I have a problem, I can count on my parents' help				
4.	My parents show concern when I am sad and angry				
	<b>Encourage Autonomy</b>				
5.	My parents think that even though I am not an adult yet, I can have good ideas				
6.	My parents encourage me to make my own decisions				
7.	My parents encourage me to think independently				
8.	My parents allow me to express my opinion when making a family decision				
	<b>Behavioral control</b>				
9.	My parents try to find out where I am going when I leave home				
10.	If I return home late, my parents ask me why I was late and who I was with				
11.	My parents set a curfew for me				
12.	My parents ask me how I spend money				
	<b>Psychological control</b>				
13.	My parents make me feel guilty when I do not do what they want				
14.	My parents tell me that they are right and that I must not contradict them				

15.	My parents continuously try to monitor the way I am and think				
16.	My parents stop talking to me when they get angry at me				

### SECTION C: PROBLEM BEHAVIORS SCALE

From each of the items listed below select the one that describes you now, or within the last six months using the scales; **1- Not true, 2-Sometimes true, 3-Very true**

#### INTERNALIZING BEHAVIOR

	<b>Withdrawal</b>	1	2	3
1.	I prefer being alone than with others			
2.	I am secretive and keep things to myself			
3.	I keep way from getting involved with others			

	<b>Anxiety</b>	1	2	3
4.	I am afraid I might think do something bad			
5.	I feel that no one loves me			
6.	I am nervous/ tensed			
7.	My moods or feelings change suddenly			
8.	I bite my fingernails			

	<b>Depressed</b>	1	2	3
9.	I cry a lot			
10.	I am unhappy and sad			
11.	I sleep less than most kids			
12.	I feel worthless or inferior			

#### EXTERNALIZING BEHAVIOR

	<b>Delinquent Problems</b>	1	2	3
13.	I do not feel guilty after doing something I shouldn't			
14.	I hang around with kids who get in trouble			
15.	I lie or cheat			
16.	I run away from home			
17.	I think about sex too much			

	<b>Aggressive Behavior</b>	1	2	3
18.	I destroy my own things or things belonging to others			
19.	I am mean to others			
20.	I am stubborn			
21.	I have a hot temper			
22.	I threaten to hurt others			

**SECTION D: ACADEMIC DISENGAGEMENT SCALE**

Please indicate the extent to which the following statements describe your learning experiences

**1 = never; 2 = rarely; 3 =often; 4 = always**

	<b>Behavioral Disengagement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	I find myself breaking school rules				
2.	I find myself conflicting with school staff				
3.	I engage in fights with my peers				
4.	I am very disruptive when in school				
5.	I argue a lot with my peers in school				
6.	I like bully other students when in school				
7.	When I am in class, I just act like am working				

	<b>Cognitive Disengagement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	I have a tendency of coming to class late				
2.	I do not adequately prepare for class				
3.	I come to class without completing readings or homework assignments				
4.	I do not contribute to class discussions				
5.	I have scored less than average D plain in the last three exams				
6.	I do not review notes after class				
7.	I do not seek consultation from my teachers in my weak subjects				
8.	I skip classes when in school				
9.	My mind wanders a lot when in I am class				

	<b>Emotional Disengagement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	I currently refuse to attend school				
2.	I intend to quit school				
3.	I am persistently dissatisfied with school				
4.	I do not like collaborating with other students				
5.	I do not like engaging in co-curricular activities				
6.	I am like staying away from school without a good reason				
7.	I think learning is boring				

## 4.9 APPENDIX II: UNIVERSITY AUTHORIZATION LETTER



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

**P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530**

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**Our Ref:** E55/CE/28355/2018

**DATE:** 16<sup>th</sup> August, 2024

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MAUREEN ANZEMO ATOLLA – REG.  
NO. E55/CE/28355/2018**

I write to introduce **Maureen Anzemo Atolla** who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the **Department of Educational Psychology**.

**Maureen** intends to conduct research for a M.Ed Project Proposal entitled, **“Parenting Practice and Problem Behavior as Predictors of Academic Disengagement among Form Two Students in Mombasa County, Kenya.”**

Any assistance given will be highly appreciated.


Yours faithfully,

**PROF. ELIUD NJAGI  
EXECUTIVE DEAN, GRADUATE SCHOOL**

EM/mo

### 4.10 Appendix III: NACOSTI LICENCE

 **REPUBLIC OF KENYA**

 **NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **180946** Date of issue: **11/September/2024**

**RESEARCH LICENSE**




**This is to Certify that Ms. Maureen Anzemo Atolla of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in on the topic: PARENTING PRACTICE AND PROBLEM BEHAVIOR AS PREDICTORS OF ACADEMIC DISENGAGEMENT AMONG FORM TWO STUDENTS IN MOMBASA COUNTY, KENYA for the period ending : 11/September/2025.**

License No: **NACOSTI/PP/24/38717**

**180946**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.**

**See overleaf for conditions**

4.11 Appendix IV: INTERIOR AND NATIONAL AUTHORIZATION



**THE OFFICE OF THE PRESIDENT**  
**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION**  
*State Department for Internal Security and National Administration*

COUNTY COMMISSIONER'S OFFICE  
P.O. BOX 90424-80100  
**MOMBASA**

Tel: 0715 040444/0780 040445  
Email: [ccmombasa@yahoo.com](mailto:ccmombasa@yahoo.com)  
*When Replying please quote:*

Ref. No. **MCC/ADM.25 VOL.V/35**

26<sup>th</sup> September, 2024

All Deputy County Commissioners  
**MOMBASA COUNTY**

**RE: RESEARCH AUTHORIZATION –MS. MAUREEN ANZEMO ATOLLA NACOSTI LICENSE NO. NACOSTI/P/24/35**

This is to authorize the above named person to carry out research on *“Parenting practice and problem behavior as predictors of academic disengagement among form two students”*, Mombasa County, Kenya for the period ending 11<sup>th</sup> September, 2025.

Kindly accord her assistant she may require.

Thank you.

  
COUNTY COMMISSIONER  
MOMBASA  
**MOHAMED N. HASSAN, HSC**  
**COUNTY COMMISSIONER**  
**MOMBASA COUNTY**

Cc:

✓ County Director of Education  
**MOMBASA**

## 4.12 APPENDIX V: MOE LETTER

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REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
State Department of Basic Education

Telegrams: "SCHOOLING".  
Mombasa  
Telephone: Mombasa 2315327 / 2230052  
When replying please quote

COUNTY DIRECTOR OF EDUCATION,  
MOMBASA COUNTY,  
P. O. BOX 90204 – 80100,  
MOMBASA.

Ref. No.MC/ED/GEN/23/4 /100

27<sup>th</sup> September, 2024

To the Principal  
➤ Sharrif Nassir Girls  
➤ Alfarsy girls  
➤ Coast girls  
➤ Tudor day secondary school  
➤ Kaa chonjo secondary school  
➤ Mvita boys secondary school

**RESEARCH AUTHORIZATION- MS. MAUREEN ANZEMO ATOLLA-NACOSTI**  
**LICENSE NO. NACOSTI P/ 24/35**

The above is a bonafide student doing Masters in Education Psychology in the Department of Education Psychology, Faculty of social Science, Kenyatta University Graduate School.

She has been authorized to undertake Research on "**Parenting practise and problem behaviour as predictors of academic disengagement among form two students**", in all the Sub-Counties in Mombasa County for a one-year period ending 11<sup>th</sup> September, 2025.

Kindly give her the necessary assistance.

  
Masibo J. Kituyi  
County Director of Education  
**MOMBASA**

Copy to: County Commissioner- **Mombasa**  
Sub- County Director of Education-**Mvita**  
Ms. Maureen Anzemo Atolla