

Influence of Neglectful Parenting Style on Conduct Disorder Among Secondary School Students in Turkana Central, Kenya

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Abstract: Parenting is recognized as a universal phenomenon, plays a crucial role in child development and has been extensively studied in the existing literature. Parenting styles have been shown to have a substantial positive impact on various aspects of children's lives, including mental health, academic performance, and social skills. The study focuses on the pressing issue of conduct disorder among secondary school students, which has emerged as a global concern with far-reaching implications for both individual's well-being and the society as a whole. The research sought to examine the influence of neglectful parenting on conduct disorder among secondary school students in Turkana Central. This study employed a cross-sectional survey as its research design, targeting the entire population of 6323 secondary school students in both public and private schools within Turkana Central. The sample size consisted of 364 secondary school students and five Principals. Stratified and simple random sampling were utilized to select student respondents, while purposeful sampling was employed for the selection of principals. Data collection involved the use of questionnaires and interview schedules. A pilot study was conducted in one school in Turkana East to determine the reliability of instruments. The overall Cronbach's Alpha for all 40 items of the instruments was 0.8242. Data was analysed by descriptive and inferential statistics which included use of the mean, frequencies and Pearson Chi-Square Test with the help of the statistical Package for social science (SPSS) software version 26. The Chi-Square tests showed strong correlations between neglectful practices and students' behavioural issues, such as parents being too busy to spend time with their children ($\chi^2=3.483$, $p=0.035$), not providing guidance or support ($\chi^2=4.457$, $p=0.033$), parent-child emotional distance ($\chi^2=3.075$, $p=0.001$), the low parental involvement in academic and personal matters ($\chi^2=4.436$, $p=0.037$) and the lack of enforcement of rules ($\chi^2=4.224$, $p=0.003$) were statistically significant indicators of conduct disorder among the students. Thus, the hypothesis that there is no significant influence of neglectful parenting style on conduct disorder among secondary school students in Turkana Central was rejected at 0.05 level of significance. The study underscores the need for balanced parenting approaches that combine character with emotional support and effective communication. While strict discipline may instil character, excessive control and harsh punishments can lead to conduct disorders, emphasizing the importance of fostering emotional connections and reducing punitive measures to promote healthy adolescent development. This study recommends a need to raise awareness about the detrimental effects of emotional neglect and the importance of emotional connection in preventing conduct disorders among the adolescents.

Keywords: secondary school students, conduct disorder, neglectful parenting, parenting style.

1. Introduction

The increasing prevalence of conduct disorder among secondary school students is a pressing global concern, with serious implications for young people's mental health, academic achievement, and social adjustment. This research seeks to examine how neglectful parenting styles influence the occurrence of conduct disorder among secondary school students, with particular attention to the context of Turkana Central, Kenya.

Parenting styles are defined as the combination of strategies parents use to raise children are well documented in developmental psychology literature. Positive parenting, characterized by warmth, responsiveness, and consistent discipline, has been shown to promote children's emotional well-being and reduce behavioural problems (Frosch et al., 2021). In contrast neglectful or harsh parenting, are linked to negative outcomes, including conduct disorder, anxiety, depression, and substance abuse (Kong & Yasmin, 2022).

Globally, conduct disorder affects approximately 3–5% of children and adolescents and is more commonly diagnosed among boys (Mohammadi et al., 2021). It often co-occurs with other disorders such as ADHD and substance use disorders (Castellano-García et al., 2022). Research consistently highlights the protective role of nurturing parenting in fostering self-regulation and prosocial behaviour (Lansford et al., 2019).

However, many children worldwide grow up without such support due to poverty, cultural practices, and unstable family structures. In Africa, child-rearing traditionally involves extended families and community support, but factors such as urbanization, economic strain, and conflict have weakened these systems (Ejembi et al., 2020; Betancourt et al., 2018).

Kenya faces unique challenges in promoting positive parenting, including poverty, limited access to quality education and healthcare, and regional inequalities. Rural and marginalized regions like Turkana Central are particularly vulnerable. Turkana Central, predominantly inhabited by pastoralist communities, experiences persistent poverty, food

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and water insecurity, low literacy rates, and inadequate access to child mental health services. These harsh socio-economic conditions can contribute to parental stress, family instability, and inconsistent or harsh parenting practices (Osofsky *et al.*, 2017).

Despite these significant challenges, there is a lack of localized research investigating how parenting styles specifically affect conduct disorder among adolescents in Turkana Central. Most existing studies focus on urban or more accessible areas, overlooking the unique cultural norms, parenting practices, and stressors of pastoralist communities. Furthermore, there is limited understanding of how traditional communal child-rearing interacts with modern socio-economic pressures in shaping adolescents' behaviour in this region.

Therefore, studying Turkana Central is both necessary and timely. It provides critical insights into how socio-cultural and economic factors unique to this area influence parenting and child behaviour. This knowledge would inform culturally sensitive interventions and policies that strengthen families, reduce behavioural problems, and improve educational outcomes for vulnerable adolescents in Turkana and similar settings.

2. Statement of the Problem

The heightened prevalence of conduct disorder among adolescents in Turkana Central's secondary school students as reported by stakeholders and Non-Governmental Organisation underscores the urgency of understanding its connection to parenting styles. This research aimed to investigate the nuanced influence of parenting practices and the manifestation of conduct disorder in this specific demographic. By delving into this association, the study intended to offer actionable insights for crafting targeted interventions and educational initiatives tailored to the unique context of Turkana Central.

In doing so, this research not only addressed a critical issue in Turkana Central but also contributes valuable knowledge that may have far-reaching implications for adolescent mental health and well-being on a broader scale.

3. Objectives of the Study

The study objective that guided this study was to find out the influence of neglectful parenting style on conduct disorder among secondary school students in Turkana Central, Kenya.

4. Research Hypothesis

The study Hypothesis was that there is no significant influence of neglectful parenting style on conduct disorder among secondary school students in Turkana Central.

5. Literature Review

Neglectful parenting is characterized by diminished warmth and control, with emotionally distant and uninvolved parents neglecting their children's emotional and physical needs. Children raised under neglectful parenting may encounter feelings of rejection and emotional insecurity, which are linked to higher rates of behavioural issues, lower academic

achievement, and challenges in forming healthy relationships (Kuppens & Ceulemans, 2019). This parenting style significantly impacts children's development and behaviour.

Acquiring an understanding of the impacts of neglectful parenting style empowers parents to make well-informed decisions, creating a nurturing and supportive environment for their children's development and overall well-being. This, in turn, contributes to the cultivation of well-adjusted and content individuals.

Research conducted by Murray *et al.* (2017) delved into the correlation between parenting styles and conduct disorder in children. The study unveiled that exposure to harsh parenting practices, such as physical punishment and verbal aggression, heightened the likelihood of developing conduct disorder. Similarly, Elam *et al.* (2019) identified a connection between emotional abuse from parents and an increased inclination towards delinquent behaviour.

The role of parenting monitoring in mitigating delinquent behaviour was explored by Murray *et al.* (2017), revealing a negative association. Furthermore, the study highlighted that the quality of the parent-child relationship moderated this relationship, with stronger relationships enhancing the protective effects of parenting monitoring.

Various studies have scrutinized the prevalence of conduct disorder among secondary school students in diverse regions. For example, Achenbach *et al.* (2016) reported a prevalence of 10.1%, and Smith and Leve (2018) found a rate of 8.7% among secondary school students. Nevertheless, specific data pertaining to the prevalence of conduct disorder among secondary school students in Turkana Central remains limited. Therefore, conducting research to ascertain the prevalence in this region is imperative for comprehending the extent of the issue and implementing corrective measures, such as parenting education and support.

Research focusing on secondary school students has investigated the correlation between parenting styles and conduct disorder. A study by Bi *et al.* (2018) identified a significant influence of parenting styles, including neglect, rejection, harsh discipline, and symptoms of conduct disorder among secondary school students. Similarly, Kuppens and Ceulemans (2019) reported that inconsistent discipline and a lack of warmth from parents were linked to an increased risk of developing conduct disorder during adolescence.

Understanding the prevalence of negative parenting styles among secondary school students is crucial for addressing conduct disorder and promoting positive parenting practices. Adolescence is a critical developmental period, and the quality of parent-child relationships during this time can have lasting effects on adolescents' mental health and behaviour.

By identifying the prevalence of parenting styles, educators, policymakers, and mental health professionals can design targeted interventions to support both parents and secondary school students. Offering resources and support to parents to enhance their parenting skills can contribute to creating a more nurturing and supportive environment for adolescents. Additionally, schools and communities can implement preventive programs focusing on promoting positive parent-

child relationships, fostering communication, and addressing behavioural issues early on.

It is important to note that cultural context may play a role in shaping parenting practices and perceptions of parenting styles. The prevalence of parenting styles and their impact on secondary school students may vary across different cultural backgrounds. Therefore, research that considers cultural nuances is crucial for tailoring interventions that are culturally sensitive and effective.

Overall, studying the prevalence of parenting styles among secondary school students and its association with conduct disorder contributes to the development of evidence-based strategies to improve parent-child relationships and support the well-being of adolescents in various cultural contexts.

Parenting styles also encompass behaviours characterized by neglect, emotional unresponsiveness, and the use of harsh disciplinary measures. In such parenting styles, parents may fail to provide emotional support, affection, and attention to their children, leading to a sense of rejection or emotional insecurity. Harsh disciplinary techniques, such as physical punishment or verbal aggression, are often employed as a means of control, further contributing to less helpful parenting styles (Murray *et al.*, 2017).

Various studies have explored the influence of parenting styles on conduct disorder among adolescents. Conduct disorder is a behavioural disorder characterized by aggressive and antisocial behaviour, often violating the rights of others or societal norms. Murray *et al.* (2017) conducted a study revealing a significant association between higher levels of negative parenting styles and the presence of conduct disorder symptoms in adolescents. The lack of emotional support and harsh disciplinary practices can contribute to the development of conduct problems in teenagers.

Additionally, Anderson and Henry (2019) found a significant influence of parenting styles and conduct problems among secondary school students. Adolescents who experienced neglectful parenting styles were more likely to exhibit aggressive and antisocial behaviours, indicating the impact of parenting behaviours on the development of conduct disorder in this population.

Parenting styles can have far-reaching consequences on adolescent behaviour and mental health. Adolescents who experience neglect and emotional unresponsiveness from their parents may struggle with feelings of rejection and emotional insecurity (Murray *et al.*, 2017). This emotional turmoil can manifest in various behavioural issues, including aggression, defiance, and difficulty forming healthy relationships. Harsh disciplinary practices employed by parents under unsatisfactory parenting styles can also contribute to the development of conduct disorder. Such disciplinary methods, including physical punishment and verbal aggression, can lead to feelings of resentment, anger, and a sense of injustice in adolescents (Anderson and Henry, 2019). Consequently, they may be more likely to engage in delinquent behaviours as a means of expressing their frustration in coping with emotional distress.

Numerous studies have substantiated a clear link between negative parenting styles and conduct disorder. Adolescents

subjected to negative parenting styles face an elevated risk of involvement in delinquent behaviours, aggressive acts, and other symptoms of conduct disorder. For instance, Elam *et al.* (2019) discovered that children experiencing emotional abuse and neglect from their parents exhibited a greater likelihood of displaying conduct disorder symptoms, underscoring the impact of negative parenting styles on behavioural outcomes. Additionally, Owen *et al.* (2021) conducted a longitudinal study, revealing that children exposed to harsh and inconsistent discipline were more susceptible to developing conduct disorder symptoms during adolescence. The absence of emotional support and inconsistent parenting styles can contribute to deficits in impulse control and emotional regulation, culminating in conduct problems.

The influence of parenting styles on conduct disorder can be traced back to early childhood experiences. Gershoff *et al.* (2022) conducted a comprehensive study and found that negative parenting styles during early childhood predicted conduct disorder symptoms in adolescence. This highlights the critical importance of nurturing and supportive parenting during the formative years of a child's development.

Early exposure to negative parenting behaviours, such as harsh discipline and emotional neglect, can shape the child's social and emotional development, influencing their risk for conduct disorder later in life. Adverse childhood experiences related to negative parenting styles may create a foundation for disruptive behavioural patterns that persist into adolescence, while the influence of negative parenting style on conduct disorder is well-established, it is important to consider the moderating factors that may influence this association. For instance, the child's temperament and individual characteristics can play a role in determining their vulnerability to conduct disorder.

Children with difficult temperaments may be more reactive to negative parenting practices and, as a result, show an increased risk of conduct disorder (Kerr & Stattin, 2000). Furthermore, the presence of positive external influences, such as school support and peer relationships, can mitigate the impact of negative parenting style. Supportive relationships outside the family can serve as protective factors, buffering against the negative consequences of adverse parenting experiences.

The influence of negative parenting styles on conduct disorder can also be influenced by contextual factors, including cultural norms and societal stressors. Cultural beliefs about parenting and discipline may shape parenting practices and, in turn, impact conduct disorder outcomes. Societal stressors, such as poverty and community violence, can exacerbate the negative impact of negative parenting on conduct disorder risk.

A. Conceptual Framework

A conceptual framework is a visual representation illustrating the various factors involved in research (McGaghie *et al.* 2010). As outlined by Kombo and Tromp (2006), it establishes the connections among the variables encompassed in the study. Described as a structure chosen by the researcher to best elucidate the variables under investigation, a conceptual

framework serves as the researcher's detailed plan for exploring the stated problem. It is organized in a logical manner to offer a visual depiction of how concepts in a study interrelate (Grant & Osanloo, 2014). Figure 1. depicts the conceptual framework outlining the influence of the independent on dependent variables in the study.

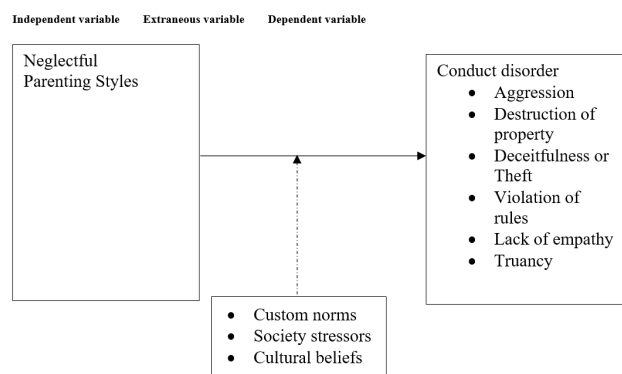


Fig. 1. A conceptual framework relating the independent variable and dependent variable in the study

As shown in Figure 1. the neglective parenting style comprise the independent variable. The dependent variable is the conduct disorder, which is defined as a pattern of behaviour that violates the rights of others and societal norms, such as aggression, theft, and substance use. The conceptual framework depicts the direct influence of neglective parenting styles on conduct disorder, as well as the mediating effects of demographic factors, Custom norms, Society stressors and Cultural beliefs. For instance, harsh and inconsistent parenting practices, as well as low levels of parental warmth and support can result to truancy which is a conduct disorder.

6. Methodology

The research design, a fundamental aspect of the study, outlines the overall plan or approach guiding the researcher in addressing research questions or testing hypotheses (Ranganathan & Aggarwal, 2018). In this study, a cross-sectional survey design was employed to investigate the influence of neglectful parenting styles on conduct disorder among secondary school students in Turkana Central.

The study was conducted in Turkana Central Sub County, which is one of the six Sub-Counties of Turkana County, situated in a semi-arid to arid environment with a predominantly hot and dry climate. Turkana Central Sub County's secondary schools are dispersed across various locations, including towns, trading centers, and rural areas, catering to students from diverse backgrounds, including pastoralist communities and other ethnic groups. The educational infrastructure varies, with some schools having

better facilities than others. The cultural background and traditional practices within Turkana Central could significantly shape parenting styles. Despite challenges such as harsh climatic conditions and limited access to water, secondary education remains crucial for the region's development.

The target population for this study was all secondary school students in Turkana Central. This included students from public and private schools, as well as day and boarding schools, estimated at 6323 students based on Ministry of Education report.

According to the statistical table provided by Krejcal and Morgan for determining the sample size with a total population of 6323, a sample size of 364 student respondents was selected from schools in Turkana Central Sub County.

The study used a stratified random sampling and purposeful sampling technique to select the sample respondent. In this case, the researcher selected secondary school students from categories of boys/girls and mixed schools, boarding and day school to ensure sample representations of respondent selected from the 19 secondary schools in Turkana Central. Based on stratified sampling five schools were selected comprising of one boy's school, one girl's school and three from the mixed school's categories representing each stratum. Five principals from the five schools were purposively selected. After selecting the schools then simple random sampling was used to select students' respondent from each school in form Two and Three classes to arrive at a total of 364 respondents as shown in Table 1.

Data collection involved the utilization of a self-administered questionnaire crafted to gather information on key variables like neglectful parenting styles, conduct disorder, and potential confounding factors such as age, gender, and socio-economic status. Additionally, an interview schedule was employed to obtain information from the chosen school principals.

Descriptive statistics, included the mean, frequencies, and percentages was used to summarize the data and identify inherent patterns. Additionally, inferential statistics namely Pearson Chi-Square analysis were utilized. Statistical software, SPSS version 26, was employed to facilitate a comprehensive analysis of the collected data.

The research adhered to internationally accepted ethical principles, ensuring respect for participants' rights, dignity, and welfare at every stage. Before data collection commenced, informed consent was meticulously secured from all participants. For students below the age of 18, parental or guardian consent was also obtained in line with child protection guidelines. The consent forms clearly explained the study's purpose, procedures, any potential risks or discomforts, the benefits of participation, and participants' rights, including the freedom to decline or withdraw from the study at any stage

Table 1
Sample size of respondents

Schools' category	Students Population	Corresponding percentage	Sample size
Boys boarding	1508	24	87
Mixed Day and mixed Boarding	3843	61	222
Girls boarding	972	15	55
Total	6323	100%	364

Source: Researcher (2024)

without facing any penalty or disadvantage. To safeguard confidentiality and anonymity, all personal identifiers were removed or replaced with unique codes, and data was securely stored in password-protected digital files and locked cabinets accessible only to the principal investigator. Throughout the study, participation was entirely voluntary, and no coercion or undue influence was exerted.

To mitigate psychological or emotional distress, especially given the sensitive nature of conduct disorder, the researcher ensured that, data collection tools were non-intrusive and culturally sensitive. By observing the principles of beneficence, respect for persons, and justice, this study aimed not only to protect participants but also to contribute positively to knowledge and interventions that can improve parenting practices and student well-being in Turkana Central.

7. Findings and Discussion

The objective was to assess the influence of Neglectful parenting style on conduct disorder among secondary school students in Turkana Central, Kenya. Neglectful parenting, characterized by emotional distance, lack of guidance, and minimal involvement in a child's life, has been identified as a key factor contributing to the development of conduct disorders in adolescents. The table2 highlights responses to various test items related to neglectful parenting, such as parents' lack of attention, emotional distance, and failure to enforce rules. It also includes the results of Chi-Square tests (χ^2), which indicate the strength of the association between neglectful parenting practices and the prevalence of conduct disorder among students.

Key findings from Table 2 reveal that neglectful parenting, including behaviours such as parents being too busy to spend time with their children ($\chi^2=3.483$, $p=0.035$), not providing guidance or support ($\chi^2=4.457$, $p=0.033$), and emotional distance ($\chi^2=3.075$, $p=0.001$), were statistically significant indicators of conduct disorder among the students. In particular, the low parental involvement in academic and personal matters ($\chi^2=4.436$, $p=0.037$) and the lack of enforcement of rules ($\chi^2=4.224$, $p=0.003$) are also noteworthy in their association with behavioural issues.

Given that the p-value for all the multiple variables is less than the significance level value of 0.05, we reject the null hypothesis that there is no significant influence of neglectful parenting style on conduct disorder among secondary school students in Turkana Central and conclude that neglectful parenting style have an influence on conduct disorder. These findings highlight the critical role of parental involvement in shaping adolescent behaviour and emphasize the need for interventions aimed at encouraging active parenting and emotional support.

These findings align with previous research demonstrating the harmful effects of neglectful parenting on adolescent development. For instance, a study by Miller et al. (2018) noted that neglectful parenting, including emotional neglect and failure to provide structure, is strongly correlated with increased behavioural problems, including conduct disorders. Similarly, a study by Anderson and Johnson (2020) emphasized that

neglectful parenting can result in adolescents struggling with emotional regulation and social behaviours, often leading to delinquency and aggression.

Furthermore, the significant Chi-Square values observed across multiple test items in this study corroborate the findings of other studies in the field. In particular, a study by Jenkins et al. (2019) highlighted the impact of neglectful parenting on the emotional and behavioural health of adolescents. The lack of guidance, support, and supervision from parents in their formative years has been linked to a higher risk of developing conduct disorders, as neglected children may develop feelings of resentment, anger, and social withdrawal.

However, the study's findings also draw attention to the complexity of the relationship between neglectful parenting and conduct disorder. While the results show significant associations, the study by Lee and Lee (2021) found that other factors, such as peer influence, socioeconomic status, and genetic predispositions, also play significant roles in the development of conduct disorders in adolescents. Thus, while neglectful parenting contributes to the problem, it is not the sole factor influencing conduct disorder development.

In conclusion, the findings from Table 2 confirm the significant role of neglectful parenting in the development of conduct disorder among secondary school students. The Chi-Square tests reveal a clear association between neglectful parenting practices and the behavioural issues faced by adolescents. These results underscore the need for interventions targeting parents and caregivers, aimed at promoting active involvement, emotional support, and consistent discipline, in order to mitigate the risk of conduct disorders in young people.

Thematic analysis highlighted the themes such as the absence of parental involvement, inconsistent discipline, emotional detachment, and peer-led behaviour. These themes are crucial for understanding the extent to which neglectful parenting contributes to the development of conduct disorders and how it exacerbates behavioural challenges in adolescents. Principals pointed out the detrimental effects of parental neglect.

"Students whose parents are disengaged often struggle with behavioural issues at school," stated a principal.

This finding is supported by studies by Jenkins et al. (2019), which show that neglectful parenting contributes to emotional instability and conduct disorders in children. Respondents highlighted those neglectful parents provide little guidance or discipline.

"Students from neglectful households often lack the direction they need to make positive choices, leading to disruptive behaviour," said a principal.

This aligns with Maccoby and Martin (1983), who suggest that neglectful parenting fails to provide the structure needed for positive behavioural development. Principals observed that emotional neglect was common in neglectful households.

"Students from emotionally distant families often act out to gain attention or express their frustration," noted a principal.

This theme is consistent with Steinberg et al. (2006), who found that emotional neglect significantly contributes to the development of conduct disorders. Respondents also mentioned that students from neglectful homes are more prone to negative

Table 2
Respondents Rating on the neglectful parenting style on conduct disorder among secondary school students

Test Item		f	%	χ^2 , df, p
My parents are often too busy to spend time with me.	Strongly Disagree	55	17.1%	$\chi^2=3.483$ df=4 p=0.035
	Disagree	70	21.8%	
	Neutral	89	27.7%	
	Agree	71	22.1%	
	Strongly Agree	36	11.2%	
I feel that my parents do not pay attention to my needs or feelings.	Strongly Disagree	71	22.1%	$\chi^2=1.331$ df=4 p=0.017
	Disagree	82	25.5%	
	Neutral	53	16.5%	
	Agree	61	19.0%	
	Strongly Agree	54	16.8%	
My parents rarely provide guidance or support for my decisions.	Strongly Disagree	89	27.7%	$\chi^2=4.457$ df=4 p=0.033
	Disagree	109	34.0%	
	Neutral	96	29.9%	
	Agree	18	5.6%	
	Strongly Agree	9	2.8%	
My parents are not involved in my academic or personal life.	Strongly Disagree	97	30.2%	$\chi^2=4.436$ df=4 p=0.037
	Disagree	98	30.5%	
	Neutral	99	30.8%	
	Agree	18	5.6%	
	Strongly Agree	9	2.8%	
I feel that my parents are emotionally distant from me.	Strongly Disagree	53	16.5%	$\chi^2=3.075$ df=4 p=0.001
	Disagree	54	16.8%	
	Neutral	134	41.7%	
	Agree	44	13.7%	
	Strongly Agree	36	11.2%	
My parents rarely set or enforce rules for my behaviour.	Strongly Disagree	71	22.1%	$\chi^2=4.224$ df=4 p=0.003
	Disagree	87	27.1%	
	Neutral	54	16.8%	
	Agree	64	19.9%	
	Strongly Agree	45	14.0%	
My parents show little interest in my daily activities or achievements.	Strongly Disagree	63	19.6%	$\chi^2=1.267$ df=4 p=0.045
	Disagree	88	27.4%	
	Neutral	72	22.4%	
	Agree	53	16.5%	
	Strongly Agree	45	14.0%	
I feel ignored or neglected by my parents.	Strongly Disagree	53	16.5%	$\chi^2=1.241$ df=4 p=0.033
	Disagree	54	16.8%	
	Neutral	109	34.0%	
	Agree	79	24.6%	
	Strongly Agree	26	8.1%	
My parents often leave me to solve problems on my own.	Strongly Disagree	72	22.4%	$\chi^2=4.082$ df=4 p=0.004
	Disagree	80	24.9%	
	Neutral	79	24.6%	
	Agree	54	16.8%	
	Strongly Agree	36	11.2%	
My parents do not notice or address my misbehaviour.	Strongly Disagree	64	19.9%	$\chi^2=4.756$ df=4 p=0.048
	Disagree	88	27.4%	
	Neutral	72	22.4%	
	Agree	62	19.3%	
	Strongly Agree	35	10.9%	

Source: Field Data (2024)

peer influence.

"Without parental supervision, students from neglectful homes are more likely to engage in delinquent behaviours," explained a principal.

This aligns with Lee and Lee (2021), who found that neglectful parenting often results in peer-led antisocial behaviour.

8. Summary, Conclusion and Recommendations

A. Summary

Key findings reveal that neglectful behaviours, such as emotional distance, lack of guidance, and minimal parental involvement, are significantly associated with conduct disorders. Given that the significance levels for multiple variables are less than 0.05, the null hypothesis was rejected

that say "There is no significant influence of neglectful parenting style on conduct disorder among secondary school students in Turkana Central." The Chi-Square tests showed strong correlations between neglectful practices and students' behavioural issues, such as parents being too busy to spend time with their children ($\chi^2=3.483$, $p=0.035$) and failure to provide adequate support ($\chi^2=4.457$, $p=0.033$). These results align with previous research emphasizing the detrimental effects of neglectful parenting on adolescents' emotional and behavioural development.

The study acknowledges that while neglectful parenting is a key factor in conduct disorders, other factors such as peer influence, socioeconomic status, and genetics also contribute. However, the evidence strongly supports the need for interventions targeting parental involvement, emotional

support, and consistent discipline to reduce the risk of conduct disorders in adolescents.

B. Conclusion

This study established that neglectful parenting was strongly associated with the highest risk of conduct disorders among the students studied. The results consistently indicated that emotional distance, lack of supervision, and minimal involvement leave adolescents vulnerable to negative peer influence and poor behavioural choices. While neglectful parenting is often rooted in socioeconomic hardship, parental absence due to work, or limited awareness, these findings point to the urgent need for community-based interventions, counselling services, and parental support structures in Turkana Central.

C. Recommendations

The study recommends the following;

- i. There is need to implement programs aimed at educating parents on the importance of active involvement in their children's lives, focusing on emotional support, guidance, and consistent discipline.
- ii. There is need to encourage the adoption of balanced parenting styles that combine warmth, support, and clear boundaries to foster positive behavioural development in adolescents.
- iii. There is need to raise awareness about the detrimental effects of emotional neglect and the importance of emotional connection in preventing conduct disorders among adolescents.
- iv. Need to offer to counselling services in schools to support students from neglectful households and help them develop better coping mechanisms for behavioural issues.
- v. Establish community support programs for parents, providing resources and guidance on managing parenting challenges and promoting healthy parent-child relationships.
- vi. Schools should introduce behavioural interventions and positive reinforcement techniques to address the effects of neglectful parenting on students' behaviour, aiming to reduce conduct disorders.

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