

**INFLUENCE OF FAMILY BREAKDOWN ON PRE PRIMARY SCHOOL  
CHILDREN'S LEARNING OUTCOMES IN KIAMBU COUNTY, KENYA**

**BY**

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## **DECLARATION**

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

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## **DEDICATION**

This research is dedicated to my parents; Edward Njoroge Gatura and Nancy Wachinga Gatura, my sisters; Rehema Warindi, Eunice Muchoya, Zawadi Mwihaki and Tabitha Wanjiku.

## **ACKNOWLEDGEMENT**

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## **ABBREVIATIONS AND ACRONYMS**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ECD</b>	Early Childhood Development
<b>ECDE</b>	Early Childhood Development Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KU</b>	Kenyatta University
<b>MoEST</b>	Ministry of Education Science & Technology
<b>NACADA</b>	National Council against Drug Abuse
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>PTE</b>	Primary Teacher Education
<b>USA</b>	United States of America

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## ABSTRACT

The rising number of family breakdown worldwide is a great concern which has prompted the researcher to conduct this study. When tragedy strikes; most parents are not able to attend to their children's needs immediately after divorce or separation. Divorce and separation destroy the relationship between parents and children. Due to family conflicts and breakdown the child may be pre-occupied with worries at home, withdrawn and not able to fully get involved in school activities hence resulting in low learning outcomes. The purpose of this study was to establish the influence of family breakdown on children's learning outcomes in Limuru Zone, Kiambu County. The objectives of the study were to find out the prevalence of children from broken families in Limuru Zone, Limuru Sub County, to establish the factors responsible for family breakdown in Limuru Zone, to find out the relationship between family breakdown and pre-primary school children's learning outcomes, to examine the extent of family breakdown on the learning outcomes of boys and girls and to establish the role of pre-primary teachers in assisting children affected by family breakdown. The Humanistic Theory by Abraham Maslow (1970) guided the study. The study employed descriptive survey design. The sample included 10 (63%) public primary schools, 20 (49%) preschool teachers, 134 (10%) parents who had divorced/ separated in the last 6 months to 5 years or so during the study period and 134 (10%) children from broken families. Questionnaires for parents and interviews for the teachers were used to collect data. Pilot study involved two primary schools and from them six teachers were selected which is 3 per school as well as 10 parents and 10 children meaning 5 per school who are from divorced or separated families, though they did not take part in the final study. Content validity was used to measure the instruments through investigating their content with consideration to the study's objective. Reliability of the instruments was ensured through split half method. Spearman correlation ( $\rho$ ) was employed to correlate the scores from the instruments using correlation coefficient of 0.73 as acceptable or reliable. Data collected was analyzed both qualitatively and quantitatively. Qualitative data obtained through interview schedules was written down by sampled parents; the notes were compared, categorized and organized by using different themes guided by the research objectives. On the other hand, quantitative data obtained through questionnaires was organized and analyzed using frequencies and percentages. Tables, pie charts and bar graphs were utilized in presentation of the findings. With regard to inferential data, hypothesis was tested at a level of significance of 0.05. After the study, relevant suggestions were obtained to help alleviate the general wellbeing of families and children under focus.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter discusses the background to the study related to family breakdown and its influence on pre-primary school children's learning outcomes, the Statement of the problem, purpose of the study, limitations and delimitations, assumptions of the study, theoretical frame work, conceptual frame work and operational definition of terms.

#### **1.1 Background to the Study**

Family breakdown due to divorce or separation has become a major problem worldwide and its effects negatively influence children's holistic growth and development, including learning outcomes. The family is the foundation of a child's knowledge, providing its physical as well as intellectual needs and acting as the teaching foundation for its moral development. When that foundation becomes destabilized, children deteriorate intellectually, physical and morally. Family has no viable substitute (George, 2012). It remains an institution where a child finds love, warmth, care, acceptance, support, and personal development. A family may breakdown when children may be separated from one or both parents through conflicts, war, disaster, accident or ill health of a parent. In the case of family breakdown due to civil war and conflict, tracing parents of children and vice versa is vital. Other causes of children being brought up by only one parent are family breakdown resulting from separation or divorce, desertion, domestic violence or unwed motherhood as George (2012) further explains.

A study on children's adjustment in a broken family done by Fagan (1991) showed that most parents are not able to attend to the children's needs immediately after divorce and separation as it destroys the relationship between parents and children. Sadly there is a distance created between parents and their children and the emotional distance could go into adulthood. According to Pong, Dronkers & Hampden-Thompson (2003), children in such circumstance are not likely to achieve educational attainment and are likely to show behavioral problems as well. However, children from intact families usually have greater educational attainment and are not likely to show behavioral problems in their school. Their parents are mostly concerned with their children's school tasks and have greater expectations for them. Barona (2013) further explains that single or divorced parents however committed they may be, are not able to help their children realize their full potential in life more so in their learning. Flenderson (2009) reports that due to family conflicts and breakdown the child may be pre-occupied with worries at home and may not be able to fully get involved in school activities which negatively affect their learning outcomes.

A study done by Mooney, Oliver & Smith (2009) found that children with secure attachment to both parents have high chances of becoming happy, achieve higher educational attainment and become well-adjusted children and adults. In addition, much is attained when parents are together and share quality time with their babies. In a study with fathers, it was noted that children benefit a lot when they receive the love and care from the male parent. The attachment between them helps the father to be able to recognize what each of their children's gestures mean. This guides fathers to attend well

to their babies. Studies on children with responsive fathers revealed that they scored higher in their socio-emotional behavior in terms of empathizing with others than those who did not have responsive fathers. Responsive fathers in intact families usually play with their children and provide a safe but challenging environment for their children, teaching them how to relate with the others and what is expected of them in the society. They are also more actively engaged in their children's education as they help their children in doing homework. Children with fathers who offer financial assistance have a chance of getting better instructive resources and advanced opportunities to learn. This has positive impact on children's cognitive development and thinking skills.

When divorce occurs, a number of mothers decrease the time fathers spend with their children. Given that the fathers do not stay with their children, the children lack the benefits that children staying with the two parents may get. These benefits include development of social skills, responsibilities and ability to adjust to different situations. Absence of a father due to family breakdown particularly in a boy's life lowers cognitive development and a feeling of insecurity while the absence of a father due to family breakdown in a girl's childhood results in negative attitude towards men later in life and insecurity when relating with males during adolescence. Absenteeism of fathers due to separation or divorce reduces a fathers' parental attention since they are not available as would be required to offer guidance and cater for their children's needs including those of an educational nature (Ndani, 2010). In U.S.A an economic mobility project analysis carried out showed that in 1960 about 3/4 of Americans who were aged 18 years and over were married but in 2011, less than a1/2 of the Americans were married. Among poorly

educated, low income Caucasians, family disintegration has become the norm as Barone (2013) shows.

Flenderson (2009) continues to explain that deteriorating economic conditions and decreased welfare support are responsible for undermining the family. But evidence to relate family breakdown with economic factors is decidedly mixed. Victor Fuchs and Diane Reglis (1992) suggest that when monetary growth slows down, government expenses on family interests rise, thereby extenuating to a degree at least, the financial effects on families. In the pre modernized society of the First World the weight was on the requirements of the person rather than the group. As a result, even marriage was seen as shaky. If a spouse felt their desires were not met he or she was free to terminate the marriage. The home, earlier on was a shelter from a harsh environment, which at times was found to be dangerous. Some communities felt that the presence of women into the economy has brought about family breakdown. Even if we view the extended family of the growing countries, or the nuclear family of the industrial ones, what is in both is an increase in its breakdown.

Diane Reglis (1992) further adds that relocation is sometimes a cause of family breakdown. In many communities in growing countries it is seen as a duty for a son or daughter to be a provider for their old parents. It may involve relocating to the towns and sending a big fraction of the income home. The Population Council's Families in Focus (1995) reported that the population of single mothers greatly increased in every country in the world since the middle of the 1970s. Family breakdown is 40–60 per cent

for women in their forties in some countries like the Dominican Republic, Ghana, Indonesia and Senegal. Divorce rates were 55:100 in the United States in 1990 and had increased twice over since 1970 in the UK, Canada, France and Germany. In 1990, children born outside marriage were 1 per cent in Japan, 27 % in Kenya, 33% in Northern Europe, and 70 % in Botswana as Diane Reglis (1992) shows.

The world's view of the 1960s and 1970s in First World countries was that increased separation and divorce, children born out of marriage, blended families and single parents did not indicate that families were reducing. On the contrary, in the 1980s and 1990s research has shown that divorce and single parenthood does have harmful penalty for both children and women and that the family organization is a need for proper maturity of children. A research in the United States showed that children being brought up outside biological, two-parent families were most likely to have low performance in school, were twice as probable to be single parents, and one-and-a-half times certain to stay for a long period of time without a job. The findings were regardless of religion, race, intellectual level or biological age. Lack of proper parenting, was also found to be the major reason for childhood illness and accidents, teenage pregnancy and substance misuse, chronic absenteeism, poor academic performance also described as under-achievement, domestic child abuse, child stress, depression and drug abuse.

However, research indicates that there has been a significant increase of a family trend in the United States where there is mounting nonexistence of fathers in their children's lives. Almost 30% of children under 18 years did not reside with their fathers, and nearly

50% of children who are below 18 live several years with their fathers absent from their lives or in the home as Sandefur (1994) indicates. Separation and Divorce rates have been greatly on the rise since 1970 in the UK, Canada, France and Germany. Domestic violence can be easily miscalculated since statistics in developing countries are not always readily available but a survey done by a research company in 11 towns in 1989 showed that in a sample of 1,007 married women, 33% said they had encountered violence in their marriage. Out of those that were divorced, 46% had been verbally abused by their husbands and 59% had been physically abused.

Surprisingly, before children are born, they can be adversely affected by domestic violence. One study showed that women go through more violence when they are pregnant than at other times and that violence increases the threat of miscarriage and stillbirth. Deliberate abuse of children in the home results in injuries varying from bites, burns by cigarette, bruising, fractures and severe mental illnesses which may lead to death. It is a mirror image of the extra weight which single parents encounter, that single mothers are found to be more likely to physically abuse their children than intact families. It has been proposed that an aggressive home atmosphere lacks fostering and inspiration geared towards learning, which in the long run results in a child who's potential to socialize with others, is gravely affected. On the hand, children have a potential to display empathy which shows their capability to support others. This clearly shows the magnitude of siblings and encouragement from friends. Children being brought up in violent families will sometimes find themselves in adult family relationships as either a perpetrator or victim of violence. Grave behavioral and emotional disorders were

reported by one study to be 17 times more in boys from brutal families and 10 times more in girls. Contrarily, a summary of a diverse research indicated that the progression is not certain; 26 per cent of children remained well adjusted despite living with abuse. More work showed that children can recuperate from parental violence if the violence is removed and essential bonding and opportunities are provided.

In Africa, the rate of single parenthood has been on the rise; the most affected being young women in urban settings. Many reports from African cities are indicating that women – headed families are increasing among the poor more so in the urban slums. The mobility of married husbands to towns in search of employment has resulted in high divorce and separation rates when they abandon their wives in their rural homes. Therefore these migration patterns have resulted in an increase in divorce and separation. They have encouraged men to have wives in their rural areas and sexual partners or wives/concubines in urban areas. This contributes to families breaking up which has a negative impact on children’s social, emotional and learning performance as Bigombe and Khadiagala (1996) reported.

In Kenya there are many cases of family breakdown and parents are finding it hard to bring up a child alone due to the numerous responsibilities involved. One of the major causes of family breakdown in Kenya is domestic violence. It has been a persistent problem in Kenya particularly in the countryside where there are strong rooted values about sex roles and marriage which have allowed the activity. According to Chebogut and Ngeno (2010), available data shows there has been a large increase of reported cases

of domestic violence from approximately 299 in 2006, to 412 in 2007, and then to over 400 in 2008. According to the Kenya Demographic and Health Survey of 2008-2009, 39% of the women were abused by a husband or partner.

However, the 2008 report by the Federation of Women Lawyers of Kenya said that almost 75% of women they surveyed reported having been beaten by their marriage partners. Pre-primary school children cannot adequately comprehend this abuse and they think that they are the cause of the conflict. This can make them have feelings of guilt, concern and fear yet they do not have the potential to communicate their feelings orally. As a result, the projection of the problem is often seen in change of behavior whereby the child prefers being alone, and shows regressed behaviors such as tantrums. In addition, feeding and sleeping problems, attention problems in class, indiscriminate anxiety, and headaches are frequent resulting in low learning outcomes and the child may find it challenging to have secure friendships.

In central Kenya where Limuru Zone is located, the possibility of family breakdown in preprimary schools is evidenced by children's use of maternal surnames such as; Samuel Wanjiru, Njoroge Wanjiku or Jane Wangui Wanjiku, instead of paternal surnames. Studies like one done by the Parliament of Australia (1998) concluded that financial pressures, alcohol abuse, individualism, illness in a family among others are also a leading cause of family breakdown. All these consequences may have negative impact not only on children's wholesome growth but also in their learning outcomes since aspects of growth and development are inter-related. Cases of family breakdown

therefore are rising in Kenya and children from such families are the most affected academically, socially, emotionally and in all aspects of development.

Limuru Zone in Kiambu County, Central Kenya is not left out on the rising cases of family breakdown but there appears to be no study focusing on family break-up and children's learning outcomes in the Zone. This study therefore intended to find out the influence of family breakdown on pre-primary school children's learning outcomes in Limuru Zone, Kiambu County.

## **1.2 Statement of the Problem**

Globally, regionally and locally, many families are breaking down through separation and divorce. A family breaks down when a marriage fails to work and just before a family breakdown, the likelihood of frequent fights, spouse battering and quarrels greatly increases. Mooney et.al (2009) supports that family breakdown causes parents to be tied down with emotional issues and therefore, they may not support their children socially, emotionally and even in their education as would be expected. Many studies have been done showing how the emergence of single parent families after divorce jeopardizes a big number of children's emotional well-being leading to behavioral problems and low learning outcomes. However despite the many studies, many families continue breaking thus negatively affecting pre-primary school children's learning outcomes.

In Kenya, there are rising cases of family breakdown. Children from such families are the most affected socially, emotionally and many have low learning outcomes (Bigombe &

Khadiagala, 1996). Limuru Zone which is in Kiambu County in Kenya is one among many areas affected by rising cases of marital conflicts and family breakdown. However, there is no documented information showing the prevalence of family breakdown in the Zone, the factors responsible for family breakdown, the extent family breakdown has influenced children's growth and development in the Zone, let alone their learning outcomes, the extent of family breakdown on the learning outcomes of boys and girls and the role of teachers in assisting children from such families. Consequently, there was need for the current study to be conducted.

### **1.3 Purpose of the Study**

The purpose of the study was to find out the influence of family breakdown on the learning outcomes of pre-primary school children aged 4-8 years in Limuru Zone of Kiambu County. In addition, the study examined the prevalence of broken families, factors responsible for family breakdown and the role of the preprimary school teachers in assisting children affected by family breakdown with a view to ensure improved learning outcomes in Limuru Zone, Limuru Sub-county, Kiambu County.

### **1.4 Objectives of the Study**

The objectives of the study were:

- i To find out the prevalence of broken families in Limuru Zone, Limuru Sub-county.
- ii To establish by rank the factors responsible for family breakdown in Limuru Zone, Limuru Sub-county.

- iii To find out the relationship between family breakdown and pre-primary school children's learning outcomes in Limuru Zone, Limuru Sub-county.
- iv To compare the extent of learning outcomes between boys and girls whose parents were separated/ divorced.
- v To establish the role of pre-primary school teachers in assisting children affected by family breakdown in Limuru Zone, Limuru Sub-county.

#### **1.4.1 Research Hypotheses**

The following research hypotheses were formulated;

- H<sub>1</sub>** Family breakdown has a significant relationship related to pre-primary school children's level of learning outcomes.
- H<sub>2</sub>** There is a significant difference in learning outcomes among boys and girls from broken families.

#### **1.5 Significance of the Study**

The findings of this study may increase the existing knowledge related to the relationship between family breakdown and its effects on children's learning outcomes. Early childhood teachers may gain more understanding concerning their roles in assisting children from broken families to have good learning outcomes.

Parents may also learn the negative effects of family conflicts and family breakdown on children's learning outcomes and find better ways of solving conflicts other than opting for separation or divorce. Consequently parents will also have an improved understanding

of the effects of family breakdown on children's relationship with their teachers and peers. The Ministry of Education Science and Technology may use the findings to improve and emphasize to schools the necessity of teaching some activity areas and subjects like life skills which will help a child learn to cope with conflict at home.

## **1.6 Limitations and Delimitations of the Study**

Below were the limitations and delimitations of the study.

### **1.6.1 Limitations of the Study**

The biggest limitation in this study was that the respondents especially parents were unwilling to disclose information about their families and their breakdown. The researcher replaced the unwilling respondents and assured the others that the information was confidential. Another limitation was that the researcher had inadequate time to gather information from the respondents during school weekdays. The researcher looked for more time during weekends and during school holidays to collect the needed information.

### **1.6.2 Delimitation of the Study**

The study was conducted in public pre-primary schools in Limuru Zone, Limuru Sub County, and Kiambu County. The respondents were parents and pre-primary school teachers. The research focused on the influence of family breakdown on pre-primary school children's learning outcomes in Limuru Zone.

### **1.7 Assumptions of the Study**

In the study, it was assumed that family breakdown is real and requires collective effort from multi-disciplinary groups to tackle it. It was also assumed that there exists a segment of families that live in harmony in Limuru Zone which can contribute to improved learning outcomes in children. The children and parents were a representative sample of others from broken families in Limuru Zone, Limuru Sub County.

### **1.8 Theoretical Framework**

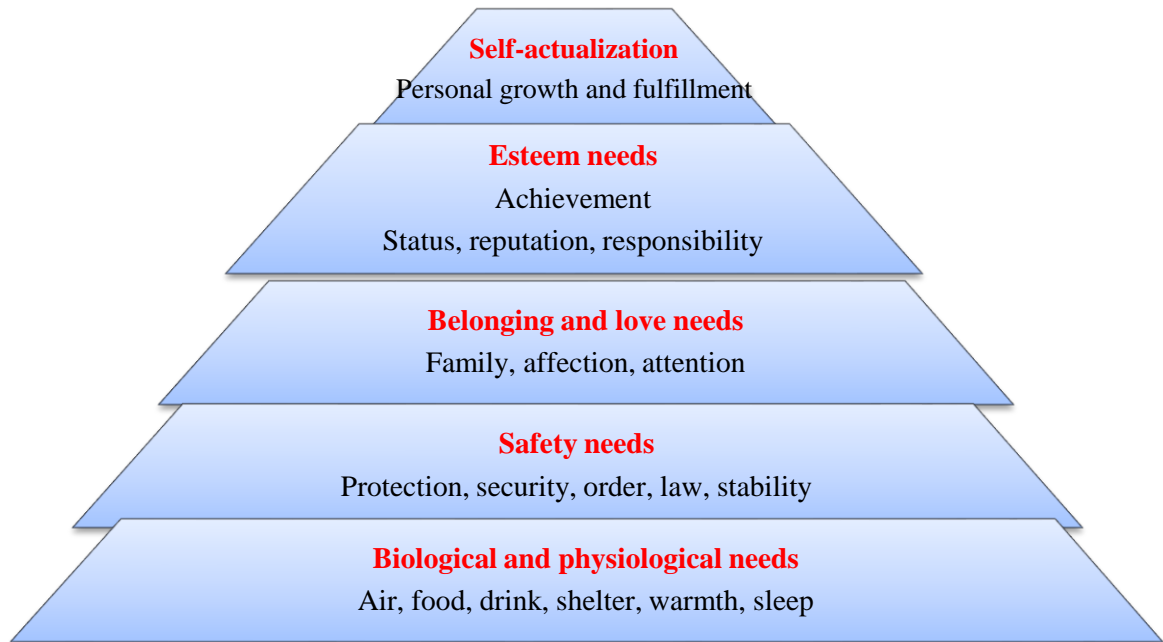
The research study was guided by Abraham Maslow's (1970) Theory on Hierarchy of Needs in order to show the relationship between family breakdown and pre-primary school children's learning outcomes.

In the aforementioned theory, Maslow presents an analysis about self-actualization of a person. A self-actualized person has some characteristics that include genuine care for others, autonomy, creativity, sense of humor, tolerance, acceptance of self and others, and the capacity to welcome uncertainty. Maslow divided human needs into 5 levels. The basic level is the physiological needs. These basic needs must be met before higher needs can be satisfied. The needs include food, air, drink, shelter, warmth and sleep. When children do not get these needs, they do not grow and develop as expected. The children become uncomfortable and hence will not concentrate in class.

Safety needs are the next level that should be met. The needs include; security, protection, order law and stability. Children who see their parents fighting most of the

time do not feel safe at home. The children fear parents can injure one another badly or harm them. When divorce occurs the children are emotionally affected. They receive little support from their parents who are straining to adjust to the divorce. Children who are emotionally disturbed due to their parents' divorce cannot concentrate in class hence affecting their learning outcome negatively. Maslow also discussed about the love and belonging needs. This is the need to be in a family, to receive affection, attention and to be accepted by others. If children are relating well with their parents, they will feel loved. In majority of the cases, parents who have separated or divorced lack time to interact with their children making the children feel unloved.

Esteem needs are the fourth level of needs. These include need for achievement, reputation, status, responsibility and the need to gain approval from others. When children have low learning outcomes due to family breakdown, they will have low self-esteem which will make them feel that they are not loved by others. Children from broken families will not have the same status as children from two – parent intact families thereby adding to the disadvantage of the children under study. The highest level of needs on the hierarchy is self-actualization which is realization of one's potential. This need is met when one feels self-fulfilled and when he reaches his potential more so their educational potential. When all other levels of needs are not met a child cannot reach self-actualization. The levels of needs according to Maslow are illustrated in fig 1.1 below.



**Figure 1.1 Maslow's Hierarchy of Needs**

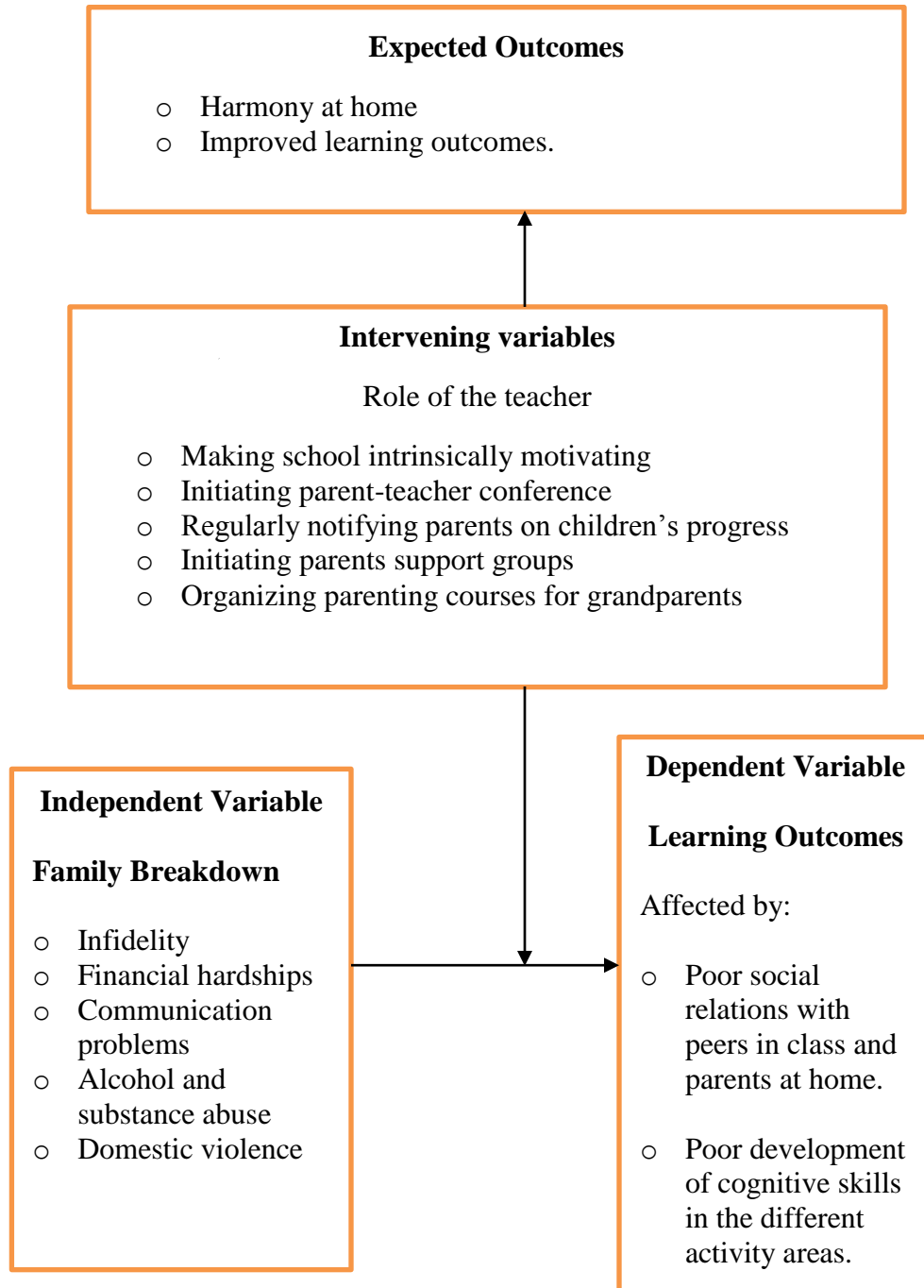
Children from broken families may not progress smoothly in their growth and development as spelt out in Maslow's theory due to deficiency in provision of their needs. For healthy growth and development in children, Bowen (1866; 1978) in his Family System's Theory states that parents are supposed to be near or spend time with their children or families, show kindness to family members, be helpful as well as affectionate to one another, enduring and receptive particularly to their children. An interpretation of Maslow's theory in regard to this study meant that when there was conflict in the family, there was failure to function properly. As a result, they were bound to experience inability to adequately love one another, which may cause children to be emotionally affected thereby negatively affecting their social relations with parents at home which ultimately extends to peers and teachers in school thereby leading to poor

development of cognitive skills in the different activity areas thus diminished learning outcomes as (Ndani, 2010) contends.

Maslow's theory was found relevant for the study because failure of parents in broken families to provide basic needs namely the physiological, safety and love as well as the growth needs that cover self-esteem and actualization led to deficiencies in any of the five levels of the theory. Further, as Maslow shows, children cannot attain the higher level growth needs if their lower level basic needs have not been met thereby thwarting their progress towards self-actualization.

## **1.9 Conceptual Framework**

The conceptual framework below is a collection of the study assumptions, concepts, expectations/ models from literature that support the study to existing ideas as Robson (2011) also shows. The relationship between family breakdown and other variables of study are illustrated in fig. 1.2.



**Figure 1.2: Conceptual Diagram Showing Relationship between Family Breakdown and Children's Learning Outcomes**

The conceptual diagram (Fig 1.2) shows the relationship between family breakdown and children's learning outcomes. Family breakdown was the independent variable. It results in a negative change on the learning outcome of a child. Thus learning outcomes was the dependent variable. The role of the teacher was the intervening variable. When the teacher intervenes through making school intrinsically motivating, parent-teacher conferences, notifying parents on children's progress, parent support groups and refresher courses for grandparents, it was noted that the child experienced peace and harmony within the family, had positive attitude towards school, improved social interaction skills and proper development of cognitive skills.

## **1.10 Operational Definition of Terms**

<b>Child</b>	A minor aged from 4 to 8 years and in pre-primary school.
<b>Divorce</b>	When parents of pre-primary school children officially separate through signing legal documents. It is done through a court of law.
<b>Domestic violence</b>	Parent of a pre-primary child abusing (physically or sexually) the other parent, the pre-primary child or other members of the family.
<b>Family breakdown</b>	Situation where parents of a pre-primary school child separate or divorce due to conflicts.
<b>Intrinsic motivation</b>	When a pre-primary child have a desire to perform in school out of his own impetus.
<b>Learning outcomes</b>	Academic performance of pre-primary school children from broken families.
<b>Pre-primary child</b>	A minor in preschool hailing from a broken family and aged between 4 to 8 years.
<b>Recently separated/divorced</b>	Parents of preprimary children who have separated/divorced within the last 6 months to five years.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews literature on prevalence/rate of family breakdown, factors responsible for family breakdown, relationship between family breakdown and children's learning outcomes, role of pre-primary teachers in assisting children affected by family breakdown and summary of literature reviewed.

#### **2.1 Prevalence/ Rate of Family Breakdown**

Walker (1999) defines a family as a complex tangle of relationships between human beings with variety and changing needs. Ndani (2010) on the other hand explains family as a group that has individuals taking up the roles of a father, mother and a child as interactionists clarify. In some cases however, relationships in families may fail to thrive, particularly or more severely in broken families. Collapse or breakdown of families in the contemporary society when compared to the traditional times is a phenomenon that is on the increase. The nuclear family is no longer the custom in some communities (Lines, 2011) and this change led to the subject of this study.

The number of marriages registered in England and Wales in 2008 was the lowest since 1895 and around 37% of all marriages were remarriages for one or both parties. Between 1998-2008 the number of dependent children living with lone parents rose from 22-23%. Asians are least likely to live in lone parent families. Only 10% of Indian families and 13% of both Pakistani and Bangladeshi families with dependent children had

one parent in 2008. Ironically, roughly half of Black Caribbean (48%) and other Black (52%) families with young children were having one parent. The proportion for the White British faction resulted to 22%. Only 19% of Black Caribbean families had a married couple which was the lowest percentage of any ethnic group by 2014. About 16% of children worldwide live in a lone-parent family (Lines, 2011).

Sore and Oink (2013) found that divorce is a growing phenomenon in East Africa, especially in Nairobi. Children are the ones who end up suffering. They are likely to have anxiety which undermines their capacity to experiment, take risks and discover their growing capacity that leads to high learning outcomes. Some of the children run to the streets for their safety, protection, livelihood and overall survival. Sore (2009), reports that there are over 600,000 street children in Kenya with the majority coming from broken families. Kiberenge (2013) revealed that Kenya has one of the biggest numbers of children growing up in a one parent family. Kiberenge further adds that 59.5% of Kenyan women have a possibility of becoming a single mother at the time they are attaining 45 years either through getting children out of wedlock or through separation or divorce as many men leave their previous role as breadwinners for their families .When a family breaks down, it experiences the failing of relationships in a family amongst its members or the entire family system experiences disequilibrium. According to Walker (1999), disagreements are likely to happen in any relationship particularly those that have children. The two parents involved can reach an agreement and compromise but if the conflict is too violent a break up occurs. Lines (2011) agreed that when a family breaks up due to marital conflicts, parents can decide to separate or divorce. Children more so

those below 5 years are likely to be particularly vulnerable to parental splits and consequently experience interference with their physical wellbeing but most importantly, their psychological and mental functioning thereby affecting their learning outcomes. When doing the study, time was taken to find out the prevalence of children from broken families with a view to confirm whether or not, break down of their families affects their social relationships as well as learning and to what extent.

## **2.2 Factors Responsible for Family Breakdown**

Family breakdown is a continuous progression which involves numerous factors that relate prior and after divorce (Mooney et al., 2009). Whether we look at the extended family of the developing world, or the nuclear family of the developed one, common to both is a growing tendency towards fragmentation. Conflict and war situations can have a devastating effect on family life. Families can be separated for extended and indefinite periods; there can be loss of life and injury contributing to the stresses. Political ideologies, too, sometimes wage war against the family unit. The following factors are some of the few among many that are responsible for family breakdown:

### **2.2.1 Infidelity**

This is when a spouse is sexually intimate with another person who is not their wife/husband. Bigombe and Khadiagala (1996) reports that in Africa, most men move to towns to look for jobs leaving their wives in their rural homes and some end up having concubines or other wives in their work station which lead to them neglecting their partner back in upcountry. Unfaithfulness leads to mistrust, frustration, anger and at times

revenge or adverse decisions/ choices being made by the aggrieved partner or both. In recent years it has become increasingly more common for women to cheat on their husbands as well. Women share as many reasons for cheating on their spouse as men do, the only difference is that it has somewhat been considered more acceptable behavior for the men, than it is the women. In the Kenyan Society and many societies around the world, marriages today do not seem to mean nearly as much as they used to in the past, with divorce commonly being the first preferential choice in modifying a married couple's problems or troubles. Only 31 percent of marriages survive an affair. At least one partner in more than 80 percent of marriages is likely to have an extramarital affair. Failure to resolve the conflict as Bigombe and Khadiagala further explains, eventually leads to families breaking up which has negative impact on children's social, emotional as well as learning outcomes.

### **2.2.2 Financial Hardships**

Joblessness, low payment and the kind of paid work from permanent, employment to part time employment all result in economic challenges and the pressure it brings can cause family breakdown. Unemployment of a parent lowers self-image, brings seclusion and confines the ability of families to lead satisfying lives in the community. Consequently financial pressures and fear of being sacked results to most parents toiling for many hours thereby having little time for family. This increases the pressure to family life leading to family breakdown which results to dramatic changes in family structure, from a two parent family to a lone parent, step family or blended family. Repeated family changes may impact unconstructively on a child's learning (Mooney et al., 2009).

### **2.2.3 Communication Problems**

Walker (1999) cites communication as a factor that may cause conflicts in a family. Effective communication in marriage and personal relationships is an often overlooked, but rather vital aspect of any healthy union. While upon first thought, communicating with others may seem like a natural and uncomplicated activity that requires little if any special skills, it has been shown that communication isn't merely speaking and sending a message to someone, it also involves many variables such as tone, inflection, body language and response from others. Some styles of communication motivate conflicts and make problem solving challenging. A family that has a power assertive conflict style, where one parent controls the whole decision making process, there is a parent who will win and there is another who will lose. On the other hand families with an irrational conflict style usually have endless fights. Disagreements are uncomfortable and they cause stress. Family members may end up avoiding to address their problems directly. A successful marriage is affected by a parent's capacity to communicate. Poor communication leads to parents experiencing emotional isolation, sexual problems and occasionally seeking intimacy outside the primary relationship all of which results to family breakdown resulting in preschoolers being negatively affected especially their learning outcomes.

### **2.2.4 Alcohol and Substance Abuse**

A study done by NACADA (2010), in Central Province in Kenya which sampled Kiambu, Nyeri, Murang'a, Kirinyaga, Maragua, Nyandarua and Thika showed that alcohol is a major cause of family break up. When a parent is abusing alcohol mostly the

father, he is likely to; portray violence against spouse, children, parents and grandparents, resort to illegal selling of property and have multiple sexual partners all of which can result in separation or divorce. In Kiambu where Limuru Zone is, 82 % of sampled alcohol abusers battered their spouses, 72.1% battered their own children, 80.3% sold family property without consulting other family members, 65.5% had multiple sex partners and 81.9% were separated or divorced.

### **2.2.5 Domestic Violence**

Chebogut and Ngeno (2010) say that domestic violence is done by close relatives and caregivers of a child. It involves:

- ❖ Physical abuse which involves biting, burning or corporal punishment.
- ❖ Sexual abuse which involves, rape, sodomy, defilement, molesting or any other sexual activity.
- ❖ Financial abuse that involves refusal to contribute financially or not providing food, shelter and clothing.

Chebogut and Ngeno further explain that domestic violence has been a long-standing problem in Kenya, more so in rural areas. This is deeply affected by beliefs about gender roles and marriage which have encouraged the practice. Pre-primary school children do not understand the meaning of the abuse they observe and tend to believe that they must have done something wrong to deserve it. Domestic abuse is widespread and occurs among all socio-economic groups. The majority of the perpetrators who facilitate domestic violence are men. Women who have been hit by their husbands are twice as likely as other women to abuse a child. The cycle of violence that often repeats from one

generation to another puts marriage at risk from the outset. Violence and abuse of power is evident in many African communities with many men viewing their wives and children as their property.

In 2008, the Federation of Women Lawyers of Kenya carried a survey and said that 75% of the sampled ladies reported being abused by their spouses or close family members. An example of abuse is highlighted in the Standard Digital (3<sup>rd</sup> Aug, 2016) where a woman's arms were chopped off by her husband in Machakos on 23<sup>rd</sup> July, 2016 because she could not bear him children. Chebogut and Ngeno (2010), further highlight that when domestic violence occurs, in most cases it leads to parental separation or divorce which will negatively affect a child's learning outcomes.

### **2.3 Relationship between Family Breakdown and Children's Learning Outcomes**

Bowen (1966; 1978) in the Family Systems Theory states that a family is a social unit made of dissimilar people who work within a familiar psycho-social margin within which are other boundaries. Ndani (2010) concurs with Bowen that the behaviour of each family member affects and is affected by others. In relation to this study, when parents' relationship becomes sour leading to separation or divorce, it will automatically negatively affect their children's behaviour more so their learning outcomes.

In agreement, Pong et al (2003) also reveal that family breakdown can affect children's learning outcomes. Children's learning outcomes in this study were narrowed to focus on their social interactions as well as cognitive skills in pre-primary school settings. Social

interactions skills of children from broken family are affected as revealed by Fagan (2009), who explains that when parents divorce, the disagreement between them leads them to present less affection, they become less responsive towards their children making them feel emotionally insecure. As a result these children are likely to have poor social skills which leads to direct rejection by peers or the tendency to have fewer friends.

Lines (2011) supports that conflicts and violence at home can make a child model the behavior and turn out to be a bully due to imitating parents' fights or because of not dealing with parental attachment issues resulting in few or no friends. Cognitive development of children from broken families is also affected. Fagan (1999) writes that in family life, divorce destroys the connection between parents and children. It leads to negative ways of solving conflicts. Most children who see their parents' divorce are disturbed. When parents divorce, mini-divorce also takes place with their children. There is a decline of the relationship between parents and their children. Divorced mothers despite their efforts are less able to give the same level of emotional care than married mothers. In case where the father is denied legal custody of the children he is more likely to drift away. The relationship of children with the divorced parents change after divorce.

There is emotional distance between children and their parents which can last well into adulthood and it can become permanent. Children whose parents divorced during their childhood have more difficulties than children whose parents divorce in their teenagehood or early adulthood. Lines (2011) adds that when parents divorce, they frequently shift their way of relating with their children. They change from being rigid to

permissive. During the first years of divorce, mothers are likely to be less communicative, less affectionate, discipline them more inconsistently and more harshly. Father's especially non-custodial fathers do not fare well with their children. The fathers contact declines over time. When there is a higher level of conflict during divorce, there is likely the possibility of having distance between the fathers and their children.

Henderson (2009) stated that an angry or a frustrated parent can result in the use of the child so as to manipulate the enemy parent to seek revenge. This is called Parental Alienation Syndrome. The angry parent will therefore speak negatively about a loving parent in presence of the child. This causes lot of pain to the child. This is a form of abuse to the child and can make them to start showing fear or unjustified anger towards the loving parent resulting in disrespect. Henderson further points that children who come from families experiencing conflict may be occupied with worries at home, usually arrive late at school, experience frequent absenteeism and displays of violent temper which makes the teacher find it difficult to control them hence resulting in lower learning performance. Dukes and Smith (2009) emphasized that children from families experiencing conflicts exhibit emotional problems. They try to seek attention at school and when the adults or a teacher around them are busy they frequently display disruptive behaviour. This makes the teacher feel unskilled and exhausted – psychologically, physically and emotionally.

Pong et al (2003) clarifies that children in intact families compared to those from broken families have greater chances of having educational achievements this is because parents

from intact families tend to be more involved in their children's school activities and have higher expectations for their children. They also observed that children with one parent had lesser scores in spoken and logic skills than children with two parents. Fagan (1999) further reveals that when there is family breakdown, the nonexistence of a father decreases intellectual test scores for children more so for girl's Math scores. A girl's verbal capacity is likely to rise when her father is present and most likely when he reads to her audibly when she is a juvenile.

Apothecary (1999) found that withdrawn children may be afraid of teachers or adults and may be afraid of making a mistake as they are working. This makes them not to be able to reach their full potential. Those children may be socially isolated. They are unable to make relationships, has no one to talk to or play with. It is upsetting for most teachers to deal with these children. These children can turn out to be destructive pupils. This is an indication of deep-seated anger or very low self-esteem. For some their work especially in class can never be good enough and fear of comment on their work by someone or else leads them to destroy it rather than have it seen. This behavior affects teacher- pupil relationship as constructive criticism which is designed to assist growth in learning may not develop. Apothecary further suggests that children from broken families have behavioral and emotional problems causing them to become offensive or insolent pupils. Their offensive language and gestures or insolent attitude is most wearing to the teacher, making the teacher feel angry and frustrated. They experience tension and tiredness caused by managing difficult behavior. Children suffer from a similar range of mental illness as adults. Many of these can be mild and show themselves in different forms of

abnormal behavior which can be misinterpreted by teachers as deliberate. Children from broken families feel that adults around them cannot be trusted. These children assume no adults including teachers can be trusted and so they behave in ways that can be very challenging. A study done by Chebogut and Ngeno (2010) in Kapkitony Sub Location, Keiyo South District, Kenya reveals that children from broken families who had experienced conflicts between parents or have themselves been mistreated by either of their parents are likely to show health and behavioral shortcomings, problems with their weight, eating and their sleep. They may have difficulty at school, exhibit truancy, try to run away or even display suicidal tendencies while in school all of which may result in low learning performance. During the study, the circumstances surrounding family breakdown and its influence on children's learning outcomes were examined, with the view of making tangible recommendations to ease their pain and possibly mitigate the negative learning outcomes.

#### **2.4 Extent of Family Breakdown on Learning Outcomes of Preschool Children**

Spaccarelli, Coatsworth and Bowden (1995) state that male and female children appear to differ in what they learn from painful experiences. Boys who have been exposed to family violence act more aggressively than girls. Wolfe (1986), on the other hand explains that girls are at more risk of internalizing and externalizing behavioral problems than boys. A study carried out in 2010 in Kenya; Nakuru County on Impact of Family Conflicts on Academic Performance of Pupils in Public Primary Schools indicated that girls are more affected by family conflicts and break up than boys. The findings further showed that girls from families which are experiencing marital conflicts and breakdown

were weaker academically and they had worse interpersonal relationships than boys. Girls from these families were also found to have low self-esteem than boys from similar homes (Wanjiku, 2010). Thus this study wanted to further find out whether it is boys or girls in Limuru Zone who are adversely affected by family break up.

## **2.5 Role of Pre-Primary School Teachers in Assisting Children affected by Family Breakdown**

When a family breakdown negatively affects the learning outcomes of children the teacher has a big role to play in helping the child to have improved learning outcomes. This includes listening to and involving children and parents. Listening to parents informally and formally (maybe in small groups) may help to reveal their concerns and fears and can be therapeutic. Parents (especially in low incomes in urban settings) may feel unsupported and unable to cope with the responsibilities of parenthood. Pre-primary teachers are experienced and trained in communicating with children and their families and helping facilitate children's participation. More experienced teachers can also act as mentors to those with less experience so as to assist children and their parents cope with family breakdown. For example, although parents may feel that they need to work long and late in order to receive sufficient income for their family, the emotional needs of the child who is separated from parents for most of the work-week also need to be considered.

Preschool teachers have a moral obligation to help children from broken families to grow and develop in healthy ways because as Fagan (1999) notes, when family breakdown/

divorce takes place where there are children below five years of age they are mostly exposed to emotional problems due to separation of their parents. They will regularly cling more to their parents and retreat to bed-wetting and can have decreased learning performance.

Morrison (2007) adds that Pre-primary school teachers can start support groups of single parents with problems resulting from family breakdown and even organizing refresher courses to assist grandparents living with their grandchildren from breakdown families to be aware of how schooling and children have changed since the time they brought up their children. During the study, the researcher was keen to find out how well or not the pre-primary school teachers play their role in assisting children from broken families to have improved learning outcome and also make appropriate recommendations to compensate any deficits cited.

## **2.6 Summary of Literature Reviewed**

As shown by these and many other studies in and out of Kenya, it is so clear that: family breakdown is on the increase globally and even locally. It is caused by several factors like infidelity, financial hardships, domestic violence among others and it has an effect on children's learning outcomes. Both boys' and girls' learning outcomes is affected by family breakdown. More literature has also been provided on the role of the pre-primary school teachers in assisting children affected by family breakdown to have improved learning outcomes.

Despite ample literature on effects of family breakdown on pre-primary school children's learning outcomes it is however not clear the extent to which family breakdown affects pre-primary school children's learning outcomes in Limuru Zone and hence the necessity of this study.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter will discuss how the research will be undertaken. The areas discussed are; research design, location of the study, population and sampling, research instruments, piloting of instruments, data collection techniques, data analysis and ethical issues.

#### **3.1 Research design**

During this study the researcher employed descriptive survey design. A descriptive survey study is one in which information is gathered without altering the surroundings. It provides information about behavior and attitudes of a particular group. It is done to reveal interaction between things in the environment (Orodho & Kombo, 2002). The design therefore enabled the researcher to collect information from parents and teachers of pre-primary school children from broken families on the relationship between family breakdown and pre-primary school children's learning outcomes. Katrina (2012) explains that descriptive survey study is used because it enables the researcher to interact with the participants. In this case therefore the researcher will be able to interact with parents and teachers of pre-primary school children from broken families.

##### **3.1.1 Variables**

The variables of this study included family breakdown (independent variable) and children's learning outcomes (dependent variable).

- **Independent Variable** - Family breakdown was determined and measured using the following indicators:
  - a) **Prevalence of family breakdown:** This was measured in reference to the number of separated/ divorced parents in the last 6 months to 5 years during the study period.
  - b) **Factors responsible for family breakdown:** They were measured and ranked on a Likert scale from a Very Great Extent which was awarded 1 point, to a Great Extent which was awarded 2 points, then a Low Extent with 3 points and Very Low Extent with 4 points.
- **Dependent variable** - Learning outcomes of children from broken families which was the dependent variable was determined from parents and teachers questionnaire ratings and interviews respectively, based on a 4-point Likert scale whereby Excellent performance(E) was awarded 4 points, Good (G) = 3 points, Average (A) = 2 points and Below Average (BA) was assigned 1 point.

### **3.2 Location of the Study**

The study was done in Limuru Zone in Limuru Sub County, Kiambu County. Limuru is in Central Kenya, only 28 Kilometers from the capital city Nairobi. It has tea plantations which produces quality tea. It hosts BATA Shoe Company, the largest factory in East and Central Africa. The tea plantations and Bata Shoe Company have attracted many communities to look for employment making Limuru a fast growing town with increasing population. Growth of industrial and agricultural firms could affect family systems because men are likely to move from their rural homes, leaving their wives and children

behind and getting new wives in their urban work place thus abandoning their families. In a few cases this happens to women too resulting in family breakdown where children will be the ones to be affected, more so, their learning outcomes (Bigombe & Khadiagala, 1996). Therefore the rising cases of family breakdown in the Zone prompted the researcher to purposively sample Limuru Zone in Limuru Sub County as Location of the study.

### **3.3 Target Population**

The target population of this study was all the 15 public primary schools with pre-primary schools attached to them, 41 pre-primary teachers, 1348 children and 1327 parents of preprimary school children aged 4 to 8 years in Limuru Zone.

### **3.4 Sampling Technique and Sample Size**

The techniques that were used to determine the samples for the study are described in section 3.4.1 and 3.4.2.

#### **3.4.1 Sampling Technique**

Multi-stage sampling technique which involves sampling in different stages or levels was used.

##### **i. Stage 1: County and Zone**

Purposive sampling method was used to select Limuru Zone which is in Kiambu County (see section 3.2 for justification).

## **ii. Stage 2: Public Primary Schools with Preschool Units**

Random sampling was used to select 10 (63%) public schools by rotary method, out of the total 15 targeted schools. Fifteen small pieces of papers with names of schools written on them were folded and placed in a container. The researcher then shuffled them and randomly picked out 10 papers each with a name of a public primary school that formed the sample.

## **iii. Stage 3: Pre-primary Teachers**

Twenty (20) pre-primary teachers of the sampled schools were purposively sampled. Where there was more than one teacher in a school, random sampling was used to select only one.

## **iv. Stage 4: Children and Parents of Preschool Children**

In order to get children of parents who had separated or divorced in the last 6months-5 years to participate in the selection, the teachers were also requested to provide a list of names from the 1343 children (number of children from the 10 sampled schools) of these parents in the target group. Thereafter, random samplings of 10% (134) of them were selected which translated to 13 children from each of the 10 schools.

In order to get the 1327 parents of preschool children to participate in the selection, help was sought from children's bio-data during admission whereby teaches provided a list of those whose parents had separated or divorced in the last 6 months-5 years this is because after divorce children are pre occupied with worries at home (Flenderson, 2009). If the teacher did not have this information the researcher requested the teacher to indirectly

find out from pre-primary school children on their family status. Thereafter, random samplings of 10% (134) of them were selected which translated to 13 parents from each of the 10 schools.

### 3.4.2 Sample Size

The sample size for the study is as presented in the frame work (Table 3.1).

**Table 3.1 Sampling Frame**

<b>Limuru Zone</b>	<b>Target</b>	<b>Sample size</b>	<b>Percentage(%) of each group</b>
Public schools	15	10	63%
Teachers	41	20	49%
Parents	1335	134	10%
Children	1343	134	10%

As can be seen in the grid, the sample included 10 (63%) public primary schools, 20 (49%) preschool teachers and 134 (10%) parents who had divorced/ separated in the last 6 months to 5 years or so during the study period and 134(10%) children from broken families. According to Mugenda and Mugenda (2003), a sample size of as low as 10-30% is adequate for use in descriptive studies.

### 3.5 Research Instruments

The research instruments used were questionnaires and interview schedules as described in sub sections 3.5.1 – 3.5.3:

### **3.5.1 Questionnaires**

The researcher used questionnaires to gather information from parents. Questionnaires were used in the study because they enabled easy collection of information from parents in a short period and also consistency of questions, thus allowing greater uniformity of information produced by each set (Kombo & Tromp, 2006). The questionnaire was used to find out the prevalence of broken families in Limuru Zone, factors responsible for family breakdown and its effect on learning outcomes on their children. The researcher left the questionnaires with the teacher who in turn would give them to the parents from broken families. The teacher was in a better position than the researcher to know how to give them out to the parents.

### **3.5.2 Interview Schedule**

The researcher employed interview schedule when holding interviews with the pre-primary teachers. The interview schedule intended to find out the prevalence of broken families in Limuru Zone, to examine its effects on learning outcomes on preschool children and establish the role of the preprimary school teachers in assisting children affected by family breakdown.

### **3.6 Pilot Study**

Piloting of instruments involved two preschools within primary schools and from them, the researcher selected a total of six teachers which means 3 per school, a total of 10 parents who have divorced or separated, translating to 5 per school, and a total of 10 children. Pilot schools, teachers, parents and children of the two preschools were

exempted from participating in the main study to guard against familiarity with the research tools. According to Mugenda & Mugenda (2003) piloting is necessary because it helps in checking the validity of the instruments. An item that seemed vague was recognized through the feedback given by the subjects and necessary changes were done.

### **3.6.1 Validity**

The researcher employed content validity to ensure the instruments were applicable through making considerations that all information consistent to the study's objectives as Carter and Porter (2000) suggest to be important. In addition, content validity was used during piloting in order to gather the necessary data as well as to check the consistency of each study item in the data gathering tools.

### **3.6.2 Reliability**

To ensure that the tools provided stable and consistent results as Phelan and Wren (2005) advice, the researcher verified the reliability of the instruments through split half technique. The questionnaires and interview schedules were administered once to 6 parents and 6 teachers who were not involved in the final study. The results were divided into two sets at random. Spearman correlation ( $\rho$ ) was employed to compare association between the two sets to establish per item consistency and overall instrument reliability. The test produced a positive correlation coefficient of 0.73 which was accepted as sufficient reliability for the study. The results are presented in table 3.2.

**Table 3.2 Split-Half Reliability Coefficient**

Instruments items/sections	Number of items	Reliability coefficients		
		1 <sup>st</sup> half	2 <sup>nd</sup> half	Average
Section B: Prevalence of broken families in Limuru Zone	1	0.72	0.70	0.71
Section C: Factors responsible for family breakdown in Limuru Zone	7	0.77	0.75	0.76
Section D: Extent of family breakdown on the learning outcomes of boys and girls.	3	0.69	0.73	0.71
Section E: Relationship between family breakdown and pre-primary school children's learning outcomes.	7	0.73	0.74	0.74
Section F: Role of pre-primary school teachers in assisting children affected by family breakdown.	4	0.70	0.78	0.74
<b>Total Items</b>	<b>28</b>	<b>0.72</b>	<b>0.74</b>	<b>0.73**</b>

\*\* Overall reliability coefficient

The results in table 3.2 indicate that Spearman Rho correlation coefficients for reliability of the two sets were 0.72 and 0.74 respectively. The average for the two halves produced a reliability correlation co-efficiency of 0.73. The instruments were therefore considered reliable, as the acceptable coefficient was above 0.7 proposed before the study started.

### 3.7 Data Collection Techniques

Data collection started with distribution of questionnaires for parents through the teachers during the period when the researcher was holding interviews with the teachers and they

were collected within a span of two weeks. Face to face interviews with the teachers were done through scheduling them at a time that was convenient for the teachers.

### **3.8 Data Analysis**

Data analysis involved qualitative and quantitative methods because the two complement each other. Qualitative data was obtained through interviews as written down by sampled teachers, and then the notes were compared, categorized and organized by using different themes guided by the research objectives as well as questions. Similarly, quantitative data obtained from questionnaires answered by parents were organized taking into account both the study objectives and research questions then analyzed using means, tallies, frequencies and percentages. Tables, pie charts and bar graphs were used in presentation of the findings.

Specifically, the objective on prevalence of broken families in Limuru Zone was analyzed using frequencies and percentages. In the second objective factors responsible for family breakdown were analyzed using percentages. The third objective on the relationship between family breakdown and pre-primary school children's learning outcomes was analyzed using frequencies and percentages. In regards to the fourth objective on comparison concerning the extent of learning outcomes between boys and girls, analysis was done using frequencies and percentages. As for the fifth objective on the role of preprimary teachers in assisting children affected by family breakdown, it was analyzed using percentages. With regard to inferential data, hypothesis number one was tested using Pearson's Product Moment Correlation Coefficient at 0.05 level of

significance, while in the second one, T-test was used. The null hypotheses stated as follows:

**H<sub>01</sub>** There is no significant relationship between family breakdown and pre-primary school children's level of learning outcomes.

**H<sub>02</sub>** There is no significant difference in learning outcomes between number of boys and girls whose parents are separated/ divorced.

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

Below are the logistical and ethical considerations that were made to enhance the study.

#### **3.10.1 Logistical Considerations**

The researcher obtained an introductory letter from K.U. Graduate School before going to the National Commission for Science, Technology and Innovation (NACOSTI) to obtain a research permit. Further permission was obtained from Kiambu County Director of Education and from Kiambu County Commissioner. The researcher then got authorization from school authorities.

#### **3.10.2 Ethical Considerations**

The researcher ensured that this study remained original in content and design. In this regard, other people's work was credited appropriately through in-text citation and a complementary reference list. The respondents were made aware of the purpose of the study and the researcher gave them an option of participating in the study or not. The researcher guaranteed them confidentiality regarding the information they would give

out. For purposes of anonymity the participants were not to write their names on the instruments.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter covers data analysis and presentation of the study findings. The findings have been discussed and presented in the sections below. The data presented covers the respondent's demographic data including gender, age and academic qualifications. This chapter presents the study findings according to the objectives. The study objectives were:

- i To find out the prevalence of broken families in Limuru Zone, Limuru Sub-county.
- ii To establish the factors responsible for family breakdown in Limuru Zone, Limuru Sub-county.
- iii To find out the relationship between family breakdown and pre-primary school children's learning outcomes in Limuru Zone, Limuru Sub-county.
- iv To compare the extent of learning outcomes between boys and girls whose parents are separated/divorced.
- v To establish the role of pre-primary school teachers in assisting children affected by family breakdown in Limuru Zone, Limuru Sub-county.

#### **4.2 Response Rate of Study Participants**

In order to comprehend the respondents who took part in the study as well as their number, their response rates, and demographic information has been provided. The study involved a sample of 20 pre-primary school teachers, 134 parents and 134 pre-primary

school children. Table 4.1 on the study response rate shows the number of respondents reached by the study.

**Table 4.1: Distribution Table on Study Participants' Response Rate**

<b>Population</b>	<b>Response</b>		<b>Non Response</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
Teachers	20	100	0	0
Parents	130	97.01	4	2.99
Children	134	100	0	0
<b>Total</b>	<b>284</b>			

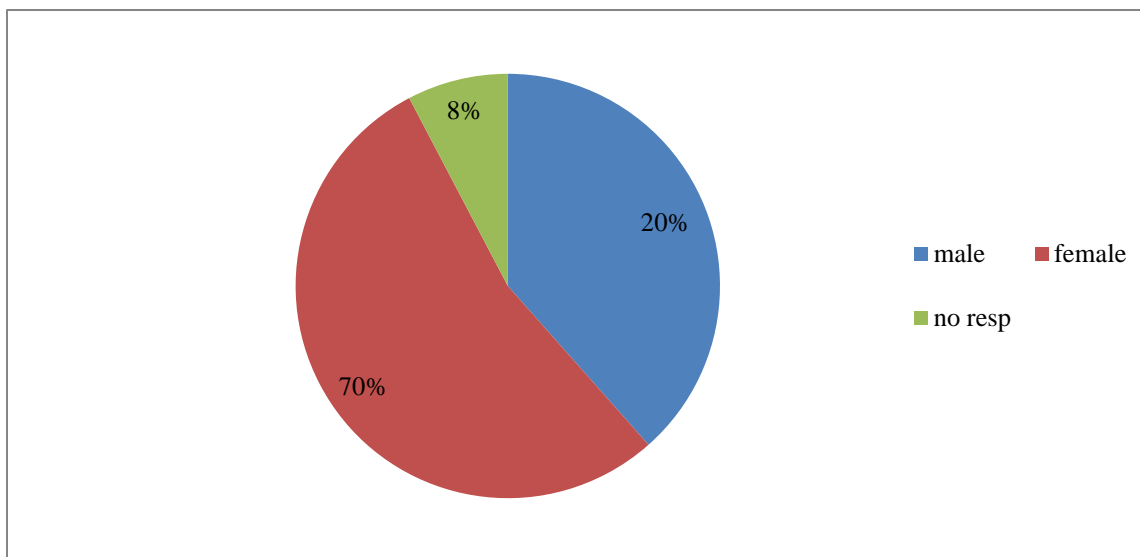
As can be shown by table 4.1 the study achieved a 100% participation of pre-primary teachers and 97.01% participation of parents all in the 10 public primary schools and 100% participation of children. 4 out of 134 parents did not participate in the study making a total of 130 parents. It was reported that the 3 of the parents had travelled upcountry and the remaining 1 was unwell at the time of data collection. The high response rate was largely due to the fact that the researcher visited all sampled pre-primary schools in person and did so following earlier arrangement with the participants. The sample initially included 10 (63%) public primary schools, 20 (49%) preschool teachers, 134 (10%) parents who had divorced/ separated in the last 6 months to 5 years or so during the study period and 134(10%) children from broken families. According to Mugenda and Mugenda (2003), a sample size of as low as 10-30% is adequate for use in descriptive studies.

### 4.3 Demographic Information of Parents and Teachers

Parents demographic information in terms of their gender, age, occupation and number of children were collected while demographic information on teachers collected included their gender, age and training.

#### 4.3.1 Distribution of Parents' by Gender

By comparing gender distribution of the sample population it would be possible to study the gender distribution of the respondents, and find out if it was biased or there was gender parity among parents. Figure 4.1 shows the gender distribution of the respondents.



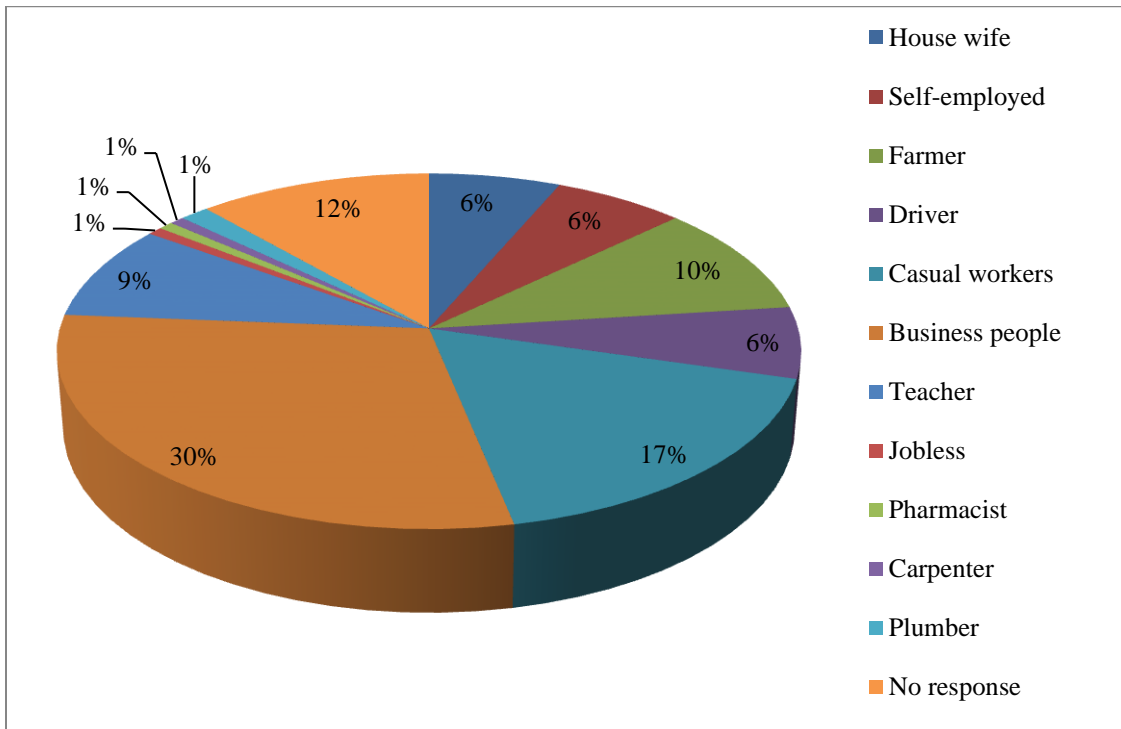
**Figure 4.1 Number of Parents of Pre Primary School Children by Gender**

The figure 4.1 shows that majority (70%) of the respondents were females. This implies that there was gender disparity in favor of females in the parent sample population. Male parents comprised of 20%. 8% of the parents did not mark their gender on the

questionnaire. Female parents are important as noted by Boadu, (2000) who stated that female parents are essential in being role models and in providing counseling.

#### 4.3.2 Distribution of Parents by Occupation

The distribution of parents of pre-primary school children by their occupation was also considered as shown in fig 4.2



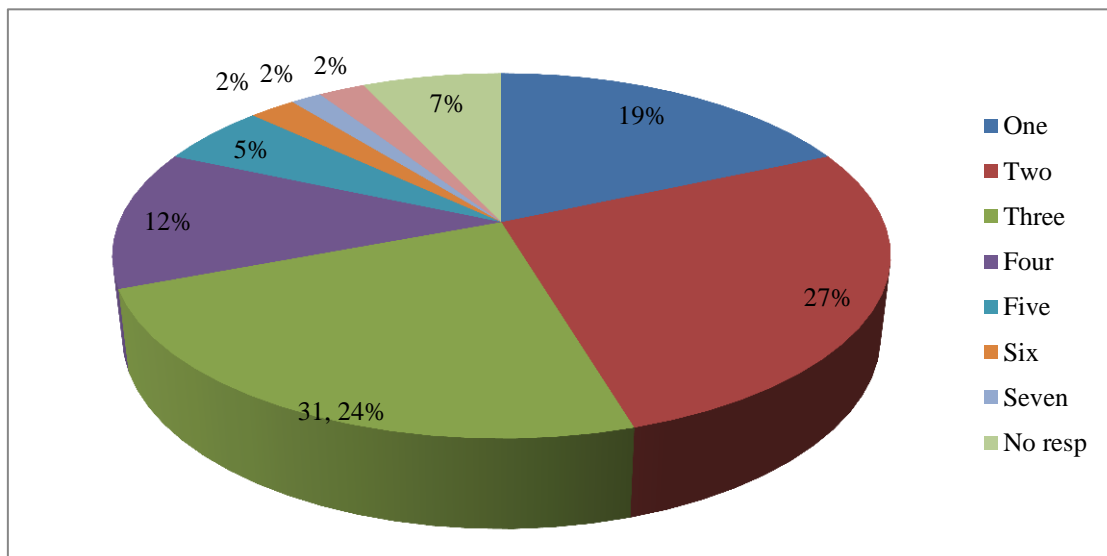
**Figure 4.2: Number of Parents' of Preprimary School Children by Occupation**

Figure 4.2 shows that majority of the parents were business people (30%), casual workers (17%) and farmers (10%) in that order. 12% of the parents did not respond to the question when asked about occupation. Most parents who identified as employed do not work near their homes, others work and go home only during weekends. Thus the implication is that mobility of married husbands to towns in search of employment could

have resulted to high divorce and separation rates when they abandon their wives in their rural homes. This contributes to families breaking up which has a negative impact on children’s social, emotional and learning performance as Bigombe and Khadiagala (1996) purport. Therefore these migration patterns by husbands have resulted in an increase in divorce, separation and the opportunity for many partners. It encourages men to have wives in their rural areas and sexual partners or wives/concubines in urban areas.

### 4.3.3 Number of Children per Parent

The number of children per parent was summarized as shown in fig 4.3 below.

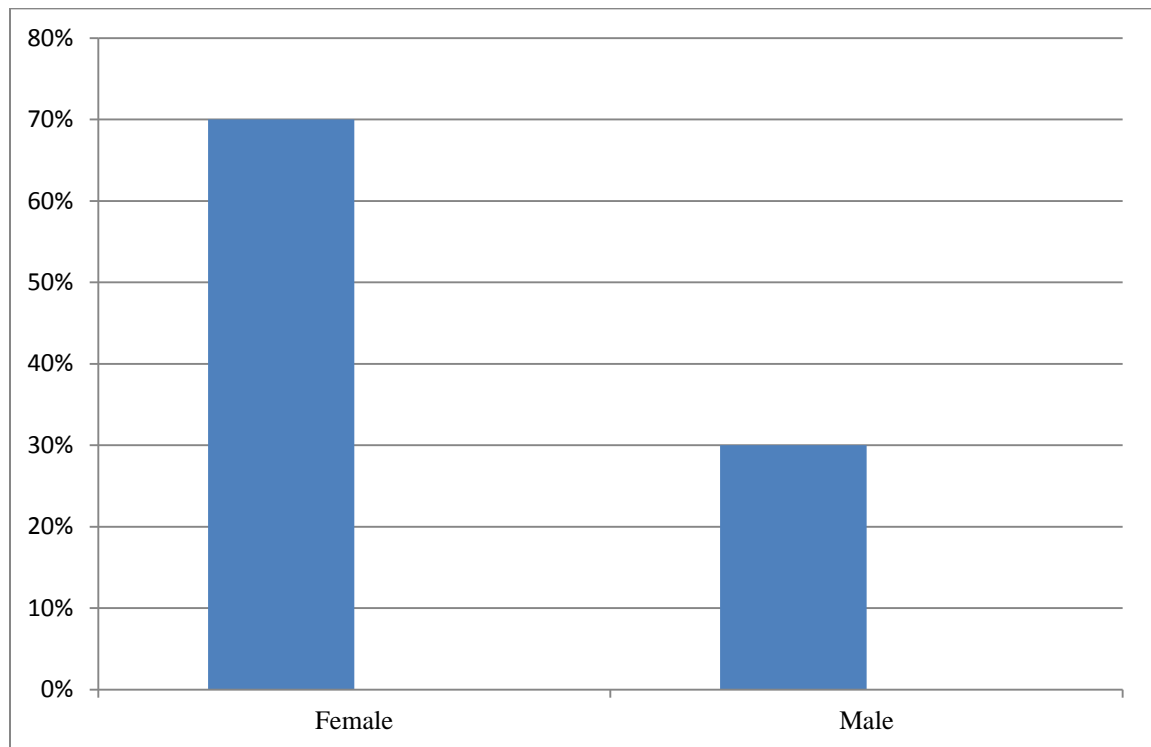


**Figure 4.3: Number of Pre-primary School Children per Divorced/ Separated Parents**

Figure 4.3 shows that majority of the parents had few children. 31% of the parents had three children, 27% had two and 19% had one child. 7% of the parents did not respond to the question.

#### 4.3.4 Distribution of Teachers by Gender

The number of male and female teacher respondents was established in order to find out if there was gender parity among them. Figure 4.4 shows the gender distribution of the respondents.



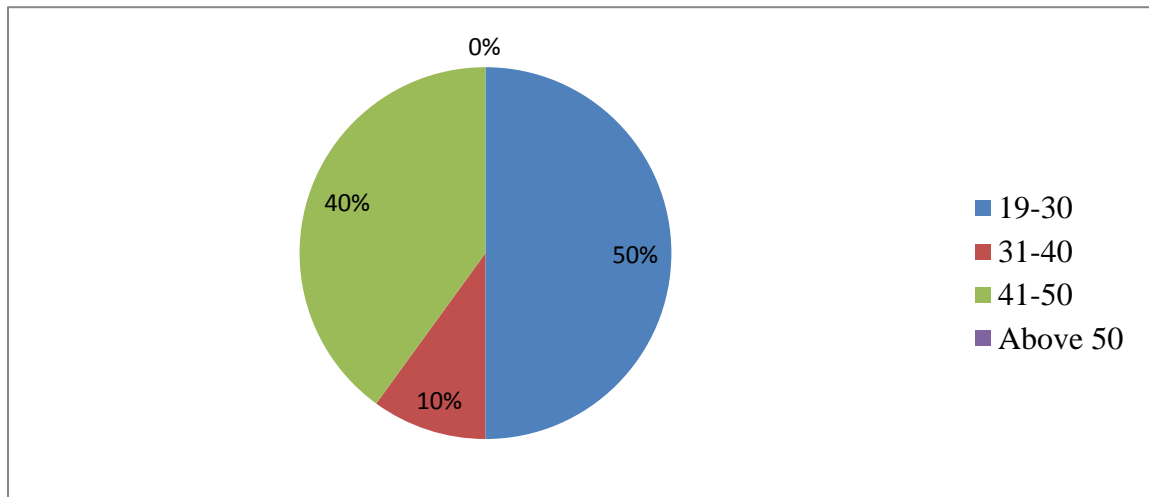
**Figure 4.4: Number of Pre-Primary School Teachers by Gender**

Figure 4.4 shows that majority of the teachers who responded to the interview schedule were females. Female teachers accounted for 70% (14) of the teacher total population. Male teachers were 30% (6) of the teachers those interviewed. According to Boadu (2000), female teachers are essential as role models and in providing counseling. These results do not corroborate the assertions of Ministry of Education (2011) which posited

that, for effective implementation of preschool projects, the inputs and instructional practices of both male and female stakeholders is paramount.

#### 4.3.5 Distribution of Teachers by Age

The distribution of the sample population by age was established as per figure 4.5

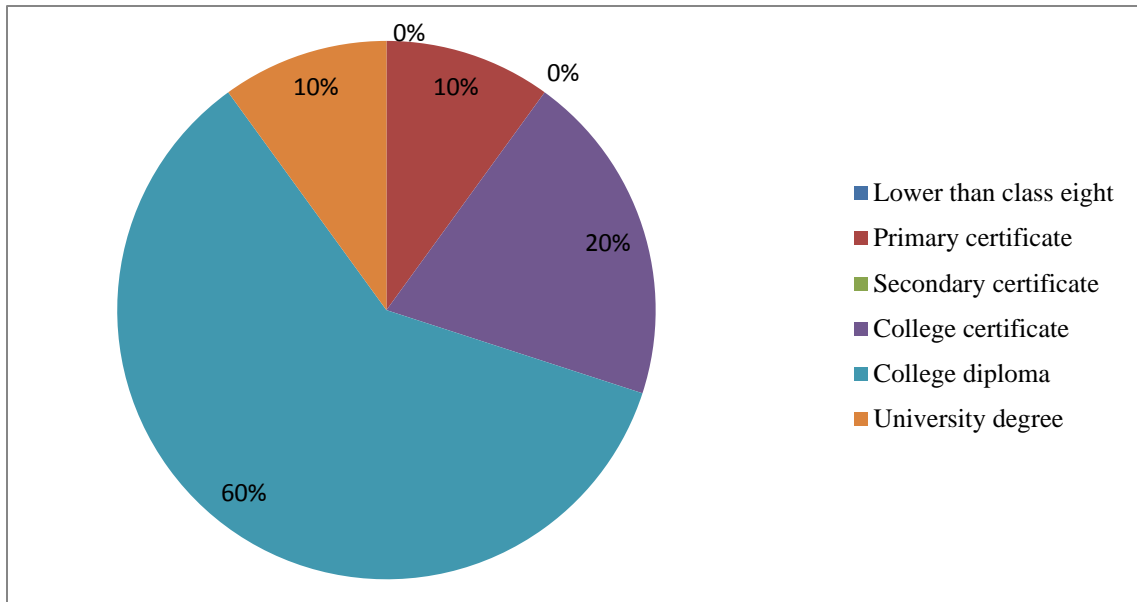


**Figure 4.5: Pre-primary Teachers' Age**

Fig.4.5 Shows that majority (50%) of the teachers were aged between 19-30 years whereas 40% of them are aged between 41-50 years. 10% of them are aged between 31-40 years. There were no teachers aged above 50 years.

#### 4.3.6 Distribution of Teachers by Training

The distribution of the sample population by training was established. By comparing the training of the sample population it was be possible to find out if their responses were based on their level of training. Figure 4.6 summarize the level of training distribution of the respondent.



**Fig 4.6 Number of Pre-primary School Teachers by Level of Training**

Figure 4.6 Indicates that more than half (60.0%) of the sampled teachers had a college diploma in preschool education whereas 20.0% had a college certificate, those with a university degree and primary certificate were 10%.

#### **4.4 Prevalence of Broken Families in Limuru Zone, Limuru Sub-county**

The number one task as per the first objective of the study was to establish the prevalence of broken families. Parents were asked how long they have been divorced or separated. Their findings are presented in the table 4.2

**Table 4.2 Prevalence of Broken Families**

<b>Period divorced/ separated</b>	<b>Frequency of parents</b>	<b>Percent (%)</b>
6months-11 months	41	32
1-2yrs	48	37
3-4yrs	29	22
5-6yrs	12	9
<b>Total</b>	<b>130</b>	<b>100</b>

Table 4.2 Shows that majority of parents in Limuru Zone had been divorced or separated between 1-2 years (37%) and 6 months to 11 months (32%) respectively. The findings can imply that divorce and separation in Limuru Zone happens quite frequently to parents with children in pre-primary. The researcher researched on divorce duration of up to 6 years because most children in preprimary are aged 4-6 years Fewer numbers of parents had separated/divorced for as long as 5-6 years which implies that the parents with children aged 3-4 got children who are currently in pre-primary years after their divorce or separation either through a remarriage or when single after the separation. The results concur with Lines (2011) who reported that 37% of marriages registered in England and Wales were remarriages for one or both parties.

Sore and Oino (2013) note that divorce is a growing phenomenon in East Africa, especially in Nairobi. Children are the ones who end up suffering. They are likely to have anxiety which undermines their capacity to experiment, take risks and discover their growing capacity that leads to high learning performance. Some of the children run to the streets for their safety, protection, livelihood and overall survival. Sore (2009) reports

that there are over 600,000 street children in Kenya majority coming from broken families. Kiberenge (2013) also revealed that Kenya has one of the biggest numbers of children growing up in a one parent family. 59.5% of Kenyan women have a possibility of becoming a single mother at the time they are attaining 45 years either through getting children out of wedlock or through separation or divorce as many men leave their previous role as breadwinners for their families. When a family breaks down, it experiences failing of relationship in a family amongst its members or the entire family system experiences dis-equilibrium. Further, the 20 preprimary class teachers were interviewed about the prevalence of broken families in their classes in Limuru Zone and their responses are presented on table 4.3

**Table 4.3: Teachers’ Responses on Number of Type of Families in Limuru Zone**

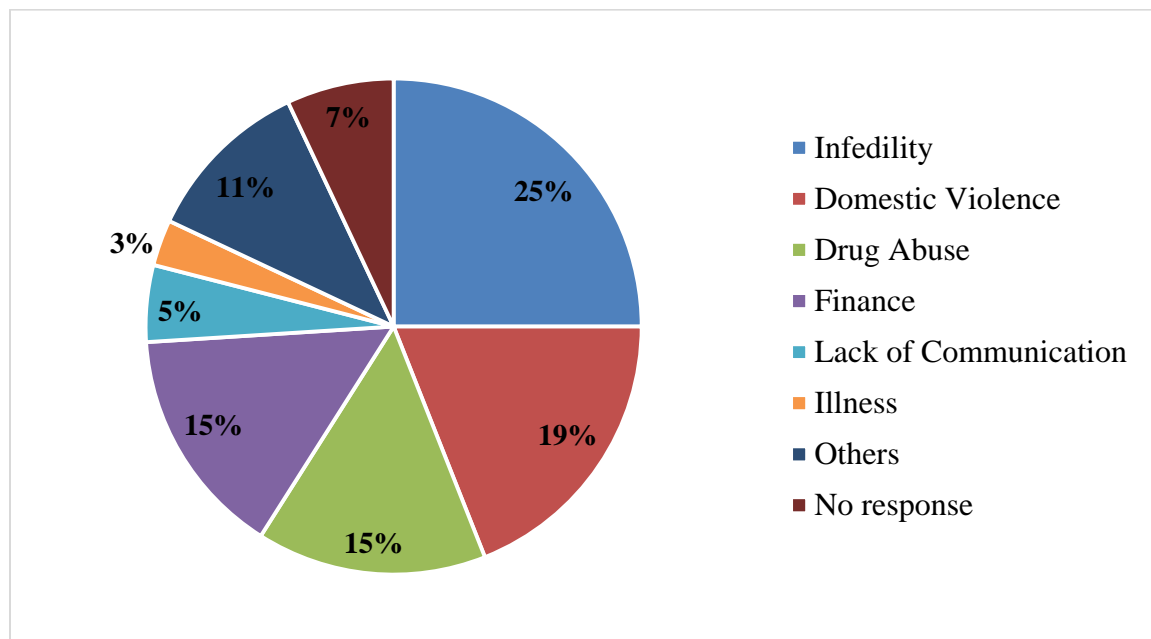
<b>Family type</b>	<b>Number of children in class</b>	<b>Percentage (%)</b>
Intact families	147	47
Divorced and separated families	71	23
Single parent families	92	30
<b>Total</b>	<b>310</b>	<b>10</b>

In table 4.3 the teachers reported that majority of the children they taught (47%) were from intact households whereas (30%) were separated or divorced. Twenty three (23%) of the households were single parents. This shows that a big number of children in school were affected by the separation/divorce. The teacher assisted the researcher to get this information through checking the recent child’s admission form filled in the last 1 month. These findings again agree with Ndani (2010) who explained that collapse or breakdown

of families in the contemporary society when compared to the traditional times is a phenomenon that is on the increase. These findings also concur with Sore and Oino (2013) and Kiberenge (2013) who notes that divorce is a growing in East Africa. Just like other parts of Africa and Kenya in particular, these findings concludes that the rate of family breakdown is also high in Limuru Zone.

#### 4.5 Factors Responsible For Influencing Family Breakdown in Limuru Zone

The second objective of the study sought to establish by rank, the factors responsible for family breakdown in Limuru Zone, Limuru Sub-county. These findings were gotten from parents. The findings obtained are presented in figure 4.7.



**Figure 4.7 Factors Responsible for Family Breakdown**

Figure 4.7 show that there are many factors responsible for family breakdown in Limuru.

The leading factors were infidelity (25%), domestic violence (19%) drug abuse (15%)

and financial problems (15%). The least causes of family breakdown were lack of communication (5%) and illness (3%). Seven (7%) of the parents did not respond to the question, when asked about causes of family breakdown they said it is hard to explain. Infidelity with (25%) which is also called unfaithfulness is the leading cause of family breakdown, the findings agree with what Bitgombe and Khadiagala (1996) say that in Africa, the rate of single parent family is increasing; the most affected being young urban women. Many reports from African cities are indicating that women-headed families are increasing among the poor more so the urban slums due to infidelity. The high percentage of infidelity being the cause of family breakdown in Limuru could be as a result of the mobility of married husbands to Limuru in search of employment when they abandon their wives in their homes and get new wives or concubines in their work places. Therefore the new migration patterns have resulted to an increase in divorce, separation and the opportunity for many partners. This has contributed to families breaking up which has a negative impact on children's social, emotional and learning performance.

Domestic violence (19%) is also another leading cause of family breakdown in Limuru. In most cases as reported by most sampled parents, it involved wife battering and child abuse. This was found to be common in homes where a spouse or both spouses were taking alcohol or drugs and in cases where there was a financial strain in the family. This give credence to Chebogut and Ngeno (2010) who found out that domestic violence done by close relatives and caregivers of a child is one of the causes of family breakdown. It involves physical abuse which involves biting, burning or corporal punishment, sexual abuse which involves, rape, sodomy, defilement, molesting or any other sexual activity.

Alcohol and drug abuse (15%) is another major cause of family breakdown in Limuru. Fathers are mostly affected by this. Many sampled parents reported that Alcoholism in Limuru often entails the consumption of lethal illicit brews which have dire physical and social consequences on the drinker. The commonly abused drugs in Limuru are Chang'aa, Bhang and Miraa. The best reason to explain abuse of alcohol in parents and Limuru could be to unemployment, frustrations in life and even availability of cheap illicit brew like Chang'aa. According to the sampled parents who reported on alcoholism and drug abuse, many husbands force their wives from their marriage, others batter them, sell property, neglect their parental duties and others practice child abuse leading to family breakdown. This concurs with a study done by NACADA (2010), in central province in Kenya which sampled Kiambu (where Limuru is), Nyeri, Murang'a, Kirinyaga, Maragua, Nyandarua and Thika which showed that alcohol is a major cause of family break up. When a parent is abusing alcohol mostly the father, he is likely to; portray violence against spouse, children, parents and grandparents, illegal selling of property and having multiple sex partners all of which can result to separation or divorce.

Financial problems (15%) are another cause of family breakdown in Limuru Zone. Unemployment and financial problems has been shown as a factor causing family breakdown in Limuru. Most parents involved in the study were able to read and write in English as evidenced by their response in the questionnaires. This shows they are educated however; they are unemployed or straining financially. Some parents reported that there are no jobs despite the presence of several potential employers like tea plantations and factories, Bata Shoe Company and several supermarkets pushing them to

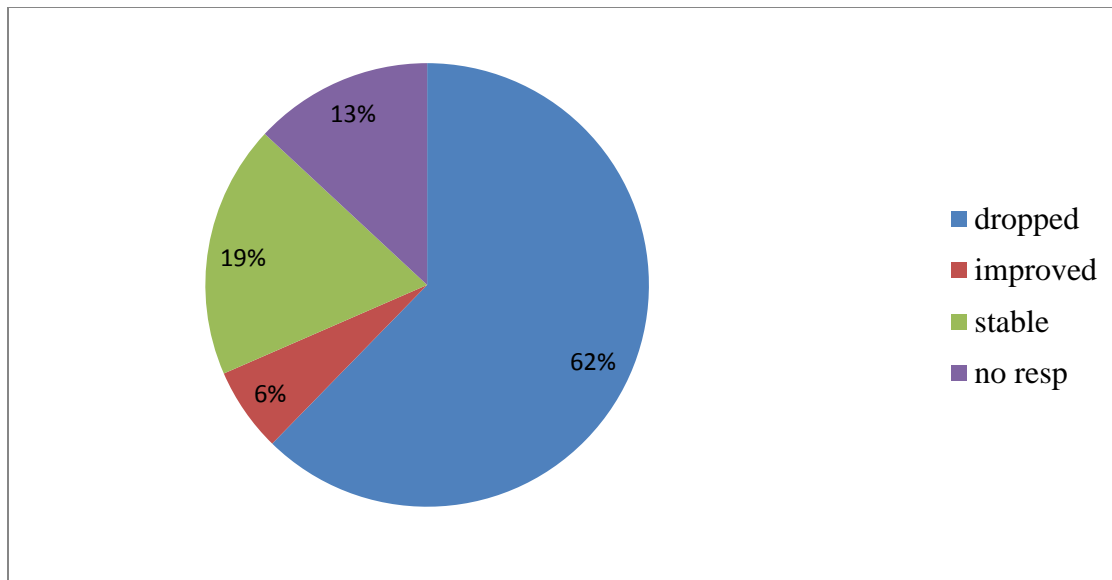
rely on their spouses. Those with no option opted to farming, self-employment and casual laborers in tea plantations and in the nearby Bata Shoe Company. These findings agrees with Mooney et al., (2009) who found out that joblessness, low payment and the kind of paid work from permanent, employment to part time employment all result to economic challenges and the pressure it brings can result to family breakdown. Unemployment of a parent lowers self-image, brings seclusion and confines the ability of families to lead satisfying lives in the community. Consequently financial pressures and fear of being sacked, most parents are toiling for many hours thereby having little time for family. This increases the pressure on family life leading to family breakdown which results in dramatic changes in family structure, from a two parent family to a lone parent, step family or blended family.

Lack of communication (5%) is another leading cause of family breakdown in Limuru. This was largely associated with alcohol and drug abuse. To support this, Walker (1999) cites communication as a factor that may cause conflicts in a family. A family that has a power assertive conflict style, where one parent controls the whole decision making process there is a parent who will win and there is another who will lose. On the other hand families with an irrational conflict style usually have endless fight. Marriage is affected by parent's capacity to communicate. Poor communication leads to parents experiencing emotional isolation, sexual problems and occasionally seeking intimacy outside the primary relationship all of which results to family breakdown resulting in preschoolers being negatively affected especially their learning performance.

Chronic or life threatening illness in a family was noted as a cause of family breakdown in Limuru Zone scoring (5%). The major illness that the few sampled parents agreed to open up that resulted in family breakdown was HIV/AIDS. The Parliament of Australia (1998) reported that presence of chronic illness and disabilities in a family have high chances of them resulting in a depressing effect on marital stability. Chronic illnesses to mention a few are cancer, arthritis, hepatitis, HIV/AIDS, asthma, and tuberculosis among others. Furthermore the likelihood of family breakdown can be as a result of birth of a handicapped or the abrupt death of a baby. Further studies show that blended families are at risk of breaking down where the children with chronic illness or disability are from previous marriages. 11% of the sampled parents reported other factors that reported to family breakdown included; interference from in-laws, lack of children, religious differences and spouse neglect of family duties.

#### **4.6 Relationship between Family Breakdown and Pre-Primary School Children's Learning Outcomes**

The third objective of study sought to find out from parents of pre-primary school children, the relationship between family breakdown and pre-primary school children's learning performance. The findings from parents who gave information in the questionnaires on their children's performance after their separation or divorce are shown in figure 4.8.



**Figure 4.8: Learning Outcomes of Children in Activity Areas after Separation/Divorce**

Figure 4.8 shows that majority of the children (62%) dropped in their learning outcomes after separation/ divorce. 6% improved while 19% remained stable. 13% of the parents did not respond about their children’s learning outcomes after divorce/separation. The findings agree with a study done by Mooney et al. (2009) who found that children with secure attachment to both parents have high chances of becoming happy, achieve higher educational attainment and become well-adjusted children and adults. In addition, much is attained when parents are together and share most time with their children. In a study with fathers, it was noted that children benefit a lot when they receive the love and care from the male parent. The attachment between them helps the father to be able to recognize what each of their children’s gesture mean. This guides fathers to attend well to their babies. Studies on children with responsive fathers revealed that they scored higher in their socio-emotional behavior in terms of empathizing with others than those who did not have responsive fathers. Responsive fathers in intact families usually play with their

children and provide a safe but challenging environment for their children, teaching them how to relate with the others and what is expected of them in the society. They are also more actively engaged in their children's education as they help their children in doing homework. Children with fathers who offer financial assistance have a chance of getting better instructive resources and advanced opportunities to learn. This has positive impact on children's cognitive development and thinking skills.

These findings further supports Henderson (2009) who pointed that children who come from families experiencing conflict may be occupied with worries at home, usually arrive late at school, experience frequent absenteeism and displays violent temper which makes the teacher find it difficult to control them hence resulting in lower learning performance. A study done by Chebogut and Ngeno (2010) in Kapkitony Sub Location, Keiyo South District, Kenya reveals that children from broken families who had experienced conflicts between parents or have themselves been mistreated by either of the parent are likely to show health and behavior shortcomings, problems with their weight, eating and their sleep. They may have difficulty at school, exhibit truancy, try to run away or even display suicidal tendencies while in school all of which may result to low learning performance. These findings also agree with Pong et al (2003), family breakdown can affect children's learning performance. Learning performance in this study will be narrowed to focus on social interactions skills and cognitive skills of pre-primary school children. Social interactions skills of children from broken family are affected as revealed by Fagan (2009) who explains that when parents divorce, the disagreement between them leads them to present less affection, they become less

responsive towards their children making them feel emotionally insecure. As a result these children are likely to have poor social skills which leads to direct rejection by peers or tend to have fewer friends.

Lines (2011) supports that conflicts and violence at home can make a child model the behavior and turn out to be a bully due to imitating parents' fights or because of not dealing with parental attachment issues resulting in few or no friends. Cognitive development of children from broken families is also affected. Pre-primary school teachers were asked to rate the relationship between family breakdown and learning performance of children from broken families. This is by comparing number of children and their performance before and after family breakdown. Their findings were presented in table 4.4.

**Table 4.4: Relationship between Family Breakdown and Learning Outcomes of Pre-primary School Children**

	Children's state of learning	Before Family Breakdown		After Family Breakdown	
		Frq	%	Frq	%
a.	Excellent	56	42	45	34
b.	Good	39	29	31	23
c.	Average	22	16	28	21
d.	Below Average	17	13	30	22
<b>Total</b>		<b>134</b>	<b>100</b>	<b>134</b>	<b>100</b>

The teachers reported that 42% of children were performing excellently before family breakdown but after breakdown the performance in excellence dropped to 34%. Those who were having a good performance were 29% before divorce but after divorce the number dropped to 23%. The average performers increased from 16% to 21%. Those below average also increased from 17% to 30%. This shows that the learning outcomes of children in Limuru Zone were negatively affected by family breakdown. These findings agree with a study done by Chebogut and Ngeno (2010) in Kapkitony Sub Location, Keiyo South District, Kenya reveals that children from broken families who had experienced conflicts between parents or have themselves been mistreated by either of the parent are likely to show health and behavior shortcomings, problems with their weight, eating and their sleep. They may have difficulty at school, exhibit truancy, try to run away or even display suicidal tendencies while in school all of which may result to low learning performance. Again teachers were asked if they agree that separation and divorce negatively affect learning outcomes of children and the findings are shown in table 4.5 below:

**Table 4.5: Teachers Response on Effect of Divorce on Children’s Learning Outcomes**

	<b>Family Breakdown affects Children’s Learning Outcomes</b>	<b>Frequency</b>	<b>%</b>
a.	Strongly agree	8	40
b.	Agree	6	30
c.	Disagree	4	20
d.	Strongly disagree	2	10
	<b>Total</b>	<b>20</b>	<b>100</b>

Majority of the teachers (40%) strongly agree that family breakdown negatively affect the learning outcomes of preprimary school children. While few teachers (10%) strongly disagree that family breakdown does not affect children’s learning outcomes. These findings also agree with Pong et al (2003), family breakdown can affect children’s learning outcomes. In relation to learning, teachers were further asked whether parents from broken families were involved in their children’s learning and their response is shown in table 4.6

**Table 4.6: Teachers Response on Involvement of Separated/Divorced Parents in Learning**

	<b>Separated parents are involved in their children’s learning</b>	<b>Frequency</b>	<b>Percentage (%)</b>
a.	Strongly agree	3	15
b.	Agree	2	10
c.	Disagree	5	25
d.	Strongly disagree	10	50
	<b>Total</b>	<b>20</b>	<b>100</b>

Table 4.6 indicates that majority of the teachers (50%) strongly disagreed that parents from broken families are involved in their children’s learning in Limuru Zone while few, 15% of the teachers strongly agree that separated parents are involved in their children’s learning. To dig deeper on parental involvement, the researcher asked the teacher to rate the level of parental involvement in some aspects of their children’s learning and came up with the following response in table 4.7

**Table 4.7: Teachers Response on Level of Parental Involvement in Learning**

		<b>Highly Involved</b>		<b>Lowly Involved</b>		<b>Very Lowly Involved</b>		<b>Total</b>			
		<b>Frq</b>	<b>%</b>	<b>Frq</b>	<b>%</b>	<b>Frq</b>	<b>%</b>	<b>Frq</b>	<b>%</b>		
		<b>Parental Involvement</b>									
(a)	In paying school fees.	7	35	5	25	4	20	4	20	20	100
(b)	In assisting their children in doing homework.	3	15	5	25	7	35	4	20	20	100
(c)	In attending parents' meetings in school.	4	20	4	20	7	35	5	25	20	100
(d)	In bringing their children to school and from school.	2	10	4	20	7	35	7	35	20	100

From the findings in table 4.7, majority of the teachers (35%) said parents from broken families are highly involved in paying school fees, majority (35%) said parents were lowly involved in assisting their children in homework, 35% said parents were lowly involved in attending parents' meetings in school and 35% said parents were both lowly involved and very lowly involved in bringing their children to school. This implies that parents pay school fees but are not as highly involved in their children's learning as would be needed, probably due to other responsibilities in the family. The findings agrees with a study on children's adjustment in a broken family done by Fagan (1991)

showed that most parents are not able to attend to the children's needs immediately after divorce and separation as it destroys the relationship between parents and children. Sadly there is a distance created between parents and their children and the emotional distance could go into adulthood. Their parents are mostly concerned with their children's school tasks and have greater expectations for them. Barona (2013) further explains that single or divorced parents however committed they may be, are not able to help their children realize their full potential in life more so their learning outcomes. Flenderson (2009) reports that due to family conflicts, distance between parents and breakdown the child may be pre-occupied with worries at home and may not be able to fully get involved in school activities which negatively affect their learning outcomes.

The study further sought to establish whether there was a statistically significant relationship between family breakdown and learning outcomes of preprimary children in which case, hypothesis one which stated, "There is no significant relationship between Family breakdown and pre-primary school children's level of learning outcomes" was subjected to Pearson's Product Moment Correlation Coefficient test and the findings are presented in table 4.8.

**Table 4.8: Correlation between Family Breakdown and Pre-Primary School Children’s Level of Learning Outcomes**

		<b>Family Breakdown</b>	<b>Level of Learning Outcomes</b>
<b>Family Breakdown</b>	Pearson correlation	1	.019**
	sig. (2 tailed)		.000
	N	128	122
<b>Level of Learning Performance</b>	Pearson correlation	.019**	1
	sig. (2 tailed)	.000	
	N	122	117

\*\*correlation is significant at a level of 0.05 (2-tailed)

The results presented in table 4.8 indicated that the mean difference for correlation between family breakdown was 122 with a p value of 0.019 level of significance (2 tailed). These results imply that the relationship between family breakdown and level of learning performance in Limuru sub-county was significant  $p=0.019 < p=0.05$ . If the P value is less than the level of significant as in this case, we reject the null hypothesis and it’s alternate which stated that there was significant relationship between family breakdown and level of learning outcomes accepted.

These findings are in agreement with Pong et al (2003), who reported that children from broken families are not likely to achieve educational attainment and are likely to show behavioral problems as well. However, children from intact families usually have greater educational attainment and are not likely to show behavioral problems in their school.

#### 4.7 Difference between Learning Outcomes of Boys and Girls from Broken Families

The study further sought to compare the difference in learning outcomes between number of boys and girls whose parents are separated/ divorced. The researcher inquired from parents who had divorced among boys and girls whose performance was affected by family breakdown. Out of 130 parents, 110 had sons and daughters of preschool going age, the other 20 either had only a son or a daughter of preschool going age. Therefore these in table 4.9 are the findings from the 110 parents.

**Table 4.9: Parents Response on Effects of Family Breakdown on Boys and Girls**

	<b>Greatly affected child</b>	<b>Frequency</b>	<b>%</b>
a.	Boy	53	48
b.	Girl	57	52
	<b>Total</b>	<b>110</b>	<b>100</b>

From the table above, 48% of the parents reported that boys were mostly affected by family breakdown while 52% of the parents reported that girls were mostly affected by family breakdown. Most parents therefore reported that girls are mostly affected by family breakdown. Further teachers were asked which child according to sex was more likely to be affected in their learning performance by family breakdown. 134 children were used as samples and the response of the teachers were recorded in the table 4.10 below:

**Table 4.10: Teachers response on Learning Outcomes of Boys and Girls from Broken Families**

State of learning	Sex					
	Boys		Girls		Total	
	Frq	%	Frq	%	Frq	%
Excellent	13	10	7	5	20	15
Good	11	8	8	6	19	14
Average	21	16	29	22	50	37
Below Average	25	19	30	22	45	34
<b>Total</b>	<b>46</b>	<b>34</b>	<b>44</b>	<b>32</b>	<b>134</b>	<b>100</b>

The findings from the teachers' responses indicated that, 10% of the boys from broken families can be rated excellent while 5% of the girls have the same performance, 8% of the boys are rated good and girls are 6%, 16% of the boys are rated as average performers while girls are 22%, 19% of boys are rated as below average while girls are 22%. Boys who are rated as excellent and good performers are more than girls. In summary majority of the girls are either rated as average or below average therefore this indicates that in Limuru Zone, girls' learning outcomes are more affected by family breakdown than boys. The study is supported by Fagan (1999) who reveals that when there is family breakdown, the nonexistence of a father decreases intellectual test scores for children more so for girl's Math scores. A girl's verbal capacities are also likely to rise when her father is present and most likely when he reads to her audibly when she is a juvenile. Henderson (2009) points that children who come from families experiencing conflict may be occupied with worries at home, usually arrive late at school, experience frequent

absenteeism and displays violent temper which makes the teacher find it difficult to control them hence resulting in lower learning outcomes. When divorce occurs, a number of mothers decrease the time fathers spend with their children. Given that the fathers do not stay with their children, the children lack the benefits that children staying with the two parents may get. These benefits include development of social skills, responsibilities and ability to adjust to different situations.

Ndani, (2010) further agrees that absence of a father particularly in a boy's life lowers cognitive development and a creates a feeling of insecurity while the absence of a father in a girl's childhood results in negative attitude towards men later in life and insecurity when relating with males during adolescence. Absent fathers have reduced parental attention and are not available as would be required to care, offer guidance and cater for their children's needs some of them being educational needs. The study further sought to establish whether there was a statistically significant relationship in performance between number of boys and girls whose parents are separated/ divorced. The following hypothesis was generated and tested:

**H<sub>02</sub>** There is no significant difference in learning outcomes between number of boys and girls whose parents are separated/ divorced.

The hypothesis was tested using independent sample T-test for equality of means. The results of T-test are presented in table 4.11.

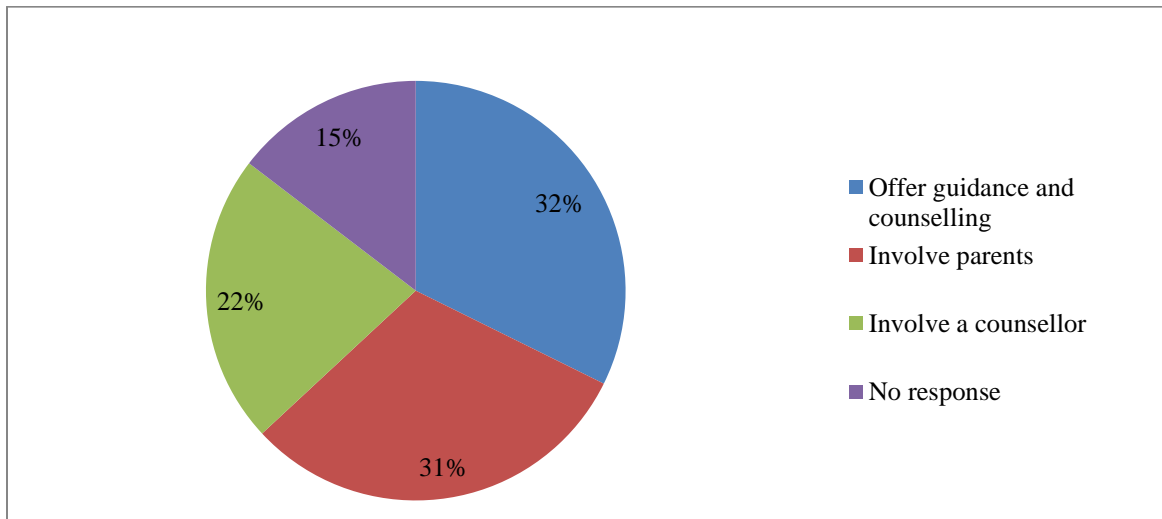
**Table 4.11: Independent Samples T-test for Equality of Means by Gender**

		T-test for equality of means				
		T	Df	Sig. (2-tailed)	Mean difference	Std. Error Difference
Level of learning outcomes	Equal variances assumed	1.33	133	.014	.678	.373
	Equal variances not assumed	1.35	132	.011	.678	.368

The results presented in table 4.11 shows that the mean difference between boys and girls from broken families in their level of learning performance was 0.678 with a significance value of 0.014. These results mean that there is a significant difference between boys and girls from broken families in their level of learning outcomes in Limuru sub-county. Therefore, the null hypothesis that stated that there is no significant difference level of learning outcomes between boys and girls whose parents were separated or divorce was rejected  $p=0.014 < p=0.05$ . These results therefore support the descriptive findings which indicated that boys from broken families performed better than girls in similar situations. These findings are in agreement with a study conducted by Fagan (1999) who reveals that when there is family breakdown, the non-existence of a father decreases intellectual test scores for children more so for girl's Math scores. A girl's verbal capacities are also likely to rise when her father is present and most likely when he reads to her audibly when she is a juvenile.

#### 4.8 The Role of Pre-Primary School Teachers in Assisting Children affected by Family Breakdown

The fourth objective sought to establish the role of pre-primary school teachers in assisting children from broken families as reported by parents. The findings obtained from the parents' questionnaires are presented in figure 4.9 below:



**Figure 4.9: Role of Pre-Primary School Teachers**

Fig. 4.9 Shows that majority of the parents conveyed that most teachers (32%) assist children from broken families by offering guidance and counseling to the children in school. 31% reported that the teachers involved parents in assisting the child, and 22% of parents indicated that teachers assist children from broken families by involving parents and involving counselors and 15% of the parents did not give any response when asked this question.

These findings agree with Morrison (2007) who indicates that preschool teachers involve parents by starting support groups of single parents with problems resulting from family breakdown and even organizing refresher courses to assist grandparents living with their grandchildren from breakdown families to be aware of how schooling and children have changed since the time they brought up their children. The teachers further reported that they involved parents in improving learning outcomes of children from broken families through various ways as summarized in table 4.12 below:

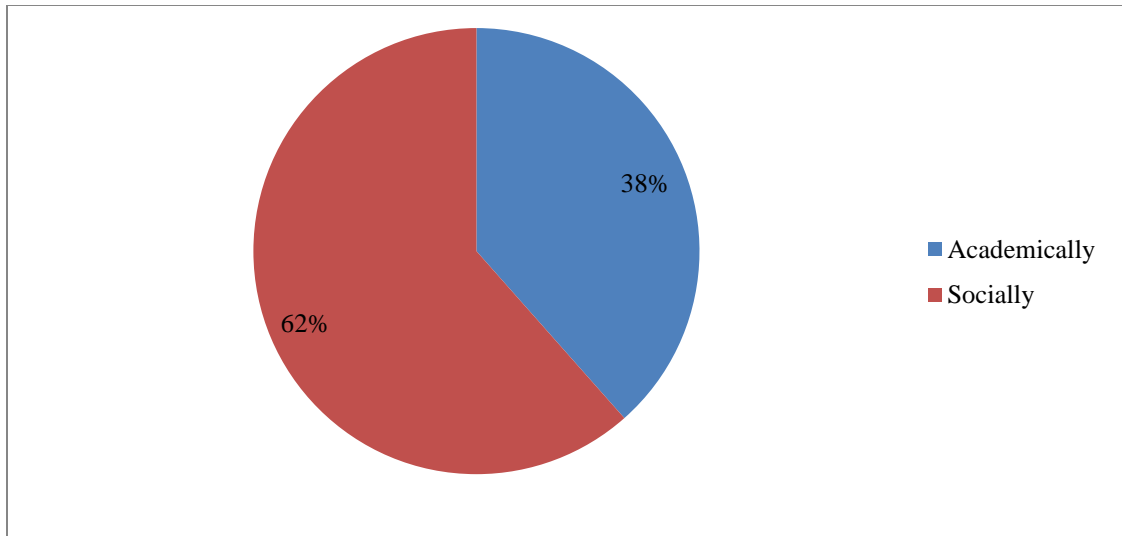
**Table 4.12: Involvement of Parents in Assisting the Learning Outcomes of Children**

	<b>How parents are involved</b>	<b>Number of respondents</b>	<b>%</b>
1	Paying fees	7	33
2	Attending parent`s meeting in schools	5	27
3	Assisting children in home work	5	23
4	Bringing children to school	3	17
	<b>Total</b>	<b>20</b>	<b>100</b>

Further, the teachers were asked how the parents were involved in their children`s learning and their findings are presented in the table 4.17. which show that (33%) of the parents participated by paying fees, (27%) participated by attending parent`s meeting in schools, (23%) assisting children in home work whereas (17%) participated by bringing children to school. This means that parents actively participated in the teaching and learning of their children despite the challenges of separation or divorce.

These findings slightly contradicts a study on children's adjustment in a broken family done by Fagan (1991) which showed that most parents are not able to attend to their children's needs immediately after divorce and separation as it destroys the relationship between parents and children. Sadly there is a distance created between parents and their children and the emotional distance could go into adulthood. According to Pong et al (2003), children in such circumstance are not likely to achieve educational attainment and are likely to show behavioral problems as well. However, children from intact families usually have greater educational attainment and are not likely to show behavioral problems in their school. Their parents are mostly concerned with their children's school tasks and have greater expectations for them.

Barona (2013) further explains that single or divorced parents however committed they may be, are not able to help their children realize their full potential in life more so their learning performance. Flenderson (2009) reports that due to family conflicts and breakdown the child may be pre-occupied with worries at home and may not be able to fully get involved in school activities which negatively affect their learning performance. A further probe on the roles they play in children's learning, teachers were asked to provide their views on if the kind of help they offered to children helped to improve children socially and academically. Their findings are presented on fig 4.10.



**Figure 4.10: Help Offered through Guidance and Counselling**

Fig 4.10 shows that (62%) of the teachers indicated that their guidance and counseling after separation and divorce has helped the children to grow socially whereas (38%) showed that their guidance and counseling after separation and divorce has helped the children to improve academically. The findings shows that Pre-primary teachers have a huge role to play in assisting children from broken families this is because children suffer emotionally and their learning outcomes are likely to drop. Fagan (1999) notes that when divorce occurs while children are younger than five years of age they are particularly vulnerable to emotional conflicts at the time of the separation of their parent. They will frequently cling more to their parents and regress to bed-wetting. The child's suffering does not reach its peak at the divorce and then level off; rather, the effects of the parents' divorce can be played and replayed throughout the next three decades of the children's lives.

Due to divorce families may relocate to another place. Such moves tend to decrease learning outcomes for most children. When very young children leave their original home, the move is even more traumatic because they tend to become even more attached to their family home during the breakup of their parents. Dukes and Smith (2009), further explain that some factors like separation or bereavement can affect a child's physical needs. The child's educational practitioner can notice change in behavior, concentration, attitude, emotional state or rate of progress. Therefore the pre-primary teacher has a big role to play in assisting the children from broken families.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

#### **5.1 Summary of Research Findings**

This section provides a summary of the findings of the research objectives which included; finding out the prevalence of broken families, establishing factors responsible for family breakdown, the relationship between family breakdown and learning performance of pre-primary school children and the role of the preprimary school teachers in assisting such children to have improved learning performance in Limuru Zone, Limuru Sub-county, Kiambu County.

##### **5.1.1 The Prevalence of Broken Families and Pre-Primary School Children's Learning Outcomes**

The study established that majority of parents in Limuru Zone had been divorced or separated between 1-2 years (37%) and 6 months to 11(32%) months respectively. The findings can imply that divorce and separation in Limuru Zone happens quite frequently to parents with children in pre-primary. Fewer numbers of parents had separated/divorced for as long as 5-6 years which implied that the parents with children aged 3-4 got children who are currently in pre-primary years after their divorce or separation either through a remarriage or when single after the separation. Findings from the teachers further

indicated that majority of the children they taught (47%) were from intact households whereas (30%) were separated or divorced. Twenty three (23%) of the households were single parents. The study found out that there was a strong significant relationship between prevalence of broken families and pre-primary school children's level of learning performance. Therefore an increase in prevalence of broken families, led to decreased pre-primary school children's level of learning outcomes.

### **5.1.2 Factors Responsible for Family Breakdown and Pre-Primary School Children's Learning Outcomes**

The study also established that (30%) of the households in Limuru were separated or divorced. And twenty three (23%) of the households were single parents. This shows that a big number of children in preschool were affected by the separation/divorce. The study established that there were many factors responsible for family breakdown in Limuru, the leading factor being infidelity. These findings thus point to the fact that an increase in the pressure to family life leading to family breakdown results to dramatic changes in family structure and thus may impact unconstructively on a child's learning. The study therefore established that there was a strong significant relationship between factors responsible for family breakdown and pre-primary school children's level of learning outcomes. Therefore an increase in factors responsible for family breakdown, led to decreased pre-primary school children's level of learning outcomes.

### **5.1.3 The Relationship between Family Breakdown and Pre-Primary School Children's Learning Outcomes**

The study also established that that majority of the children (62%) dropped in their performance after separation/ divorce. A paltry (6%) improved while (19%) remained stable. This implies that family breakdown can greatly affect children's learning outcomes. It was also established that separation and divorce negatively affected learning outcomes and classroom behavior of children as majority of the children (8) out of ten (10) were average in their performance in school and two (2) were below average). It was established that none of the children had excellent or good performance. The study established that (33%) of the parents participated by paying fees, (27%) participated by attending parent's meeting in schools, (23%) assisting children in home work whereas (17%) participated by bringing children to school. The mean difference for correlation between family breakdown was 122 with a p value of 0.019 level of significance (2 tailed). These results implies that the relationship between family breakdown and level of learning outcomes in Limuru sub-county was significant  $p=0.019 < p=0.05$ . The null hypothesis was therefore rejected and it's alternate which stated that there was significant relationship between family breakdown and level of learning outcomes accepted.

### **5.1.4 Difference in Learning Outcomes between Boys and Girls from Broken Families**

From the response from parents, 48% of the parents reported that boys were mostly affected by family breakdown while 52% of the parents reported that girls were mostly affected by family breakdown. Most parents therefore reported that girls are mostly

affected by family breakdown. More findings from the teachers' responses indicated that, 10% of the boys from broken families were rated excellent performers while 5% of the girls have the same performance, 8% of the boys were rated good while girls were 6%, 16% of the boys were rated as average performers while girls were 22%, 19% of boys were rated as below average while girls were 22%. Boys who are rated as excellent and good performers are more than girls. Majority of the girls were either rated as average or below average therefore this indicated that in Limuru Zone, girls' learning outcomes is more affected by family breakdown than boys. Further the mean difference between boys and girls from broken families in their level of learning outcomes was 0.678 with a significance value of 0.014. These results mean that there is a significant difference between boys and girls from broken families in their level of learning outcomes in Limuru sub-county.

#### **5.1.5 The Role of Pre-Primary School Teachers in Assisting Children from Broken Families**

The study also established majority of the teachers (44%) played a role of using play materials when they are playing with preschool children. Thirteen (13%) of the teachers were helping in offering refresher courses. Twelve (12%) of teachers helped in holding conferences and creating parents support group. A big number (19%) intimated that they were doing other duties that were not referred to in the study parameters. It was also established that most teachers (32%) assist children from broken families by offering guidance and counseling to the children in school. Thirty one (31%) and (22%) of parents indicated that teachers assist children from broken families by involving parents and

involving counselors respectively. The study established that there was a strong significant relationship between the role of the teachers and pre-primary school children's level of learning performance. Therefore an increase in the role of the teachers, led to increased pre-primary school children's level of learning outcomes.

## **5.2 Conclusions**

Based on the findings of this study, the researcher made four major conclusions:

Firstly, majority of parents had been divorced or separated between 1 year and three years implying that majority of the parents with children in preschool had separated or divorced for 1-3 years. It means that majority of the parents who had preschool age children were affected by divorce or separation.

Secondly children in preschool were affected by their parent's separation/divorce. This concludes that, an increase in the pressure to family life leading to family breakdown results to dramatic changes in family structure and ultimately impact negatively on children's learning.

Thirdly, majority of the children (62%) dropped in their performance after separation/divorce. This implies that family breakdown can greatly affect children's learning performance. Majority of the parents participated by paying fees, attending parent's meeting in schools, assisting children in homework and bringing children to school.

Fourthly, during a family breakdown, girls academic performance is more negatively affected as compared to boys. The mean difference between boys and girls from broken families in their level of learning performance was 0.678 with a significance value of 0.014. These results mean that there is a significant difference between boys and girls from broken families in their level of learning performance in Limuru sub-county.

Lastly, the study further concludes that the majority of the teachers played a role in using play materials when they are playing with preschool children, helping in offering refresher courses, helped in holding conferences and creating parents support group and assisting children from broken families by offering guidance and counseling to the children in school.

### **5.3 Recommendations**

The study made the following recommendations:

#### **5.3.1 Policy Recommendations**

- i The school managers with the help of the pre-primary teacher should inform local police department and children's department in cases of domestic violence which is involving children. This will help save the child from further torture and abuse. This in turn affects learning outcomes.
- ii The school management together with preprimary teachers in schools should frequently organize frequently organize parents' day and give a full report on the child's performance this is because many children's learning performance drop after divorce or separation. Therefore Parents and teachers should work together with a common goal of helping them to have improved learning outcomes.

- iii The MoEST should employ trained counselors in all public pre-primary schools and recommend the same on private schools. This will be of great help to children as well as parents coming from broken families. This is because family breakdown can greatly affect children's learning performance. The school counselor can help children who are affected to cope with their parent's separation or divorce. According to the findings 30% of the households in Limuru were separated or divorced. Parents or guardians who are experiencing conflicts should also consider counseling options specifically family therapy so as to avoid negative effects on their children.
- iv The ECDE and PTE curriculum developers should develop more content in Life Skills activity Area on coping with problems. This will prepare teachers to handle children facing family related issues as well as teaching them on how skills to cope with problems and develop resilience when faced with family problems.
- v The MoEST should introduce in-service training of guidance and counseling for all teachers who do not have basic training in guidance and counseling skills this is because teachers play a big role in assisting children from broken families. This will equip the teachers with skills and knowledge to handle children and parents going through family breakdown.
- vi The National and County governments should strictly deal with sale of illicit brew and sell of drugs in the country. This is because alcohol and substance abuse is a major cause of breakdown and domestic violence all of which negatively affect learning outcomes of preprimary children.

### **5.3.2 Recommendation for Parents**

Parents should look for other safe measures of solving a marriage crisis. Separation and divorce should take place if it is for the best interest of the child. It should be the last option if all the measures of saving a marriage have failed. When families breakdown, parents should work with the guidance and counseling teacher so as to help the child to emotionally cope with the situation. The parent needs to get involved in the child's learning as much as possible no matter the situation. This will help the child emotionally and academically. On the other hand, the parent should attend various conferences and seminars in families and parenting. This will be of great benefit to both the child and the parent.

### **5.4 Recommendations for Further Research**

There is need for a longitudinal study on effects of family breakdown on pre-primary school children's learning outcomes in the KCPE exam. The present study focused on influence of family breakdown up to ECDE level but there is importance for a study to be carried out to establish how family breakdown has a long term effect on children's learning outcomes. The study focused on Limuru Sub County alone but there is a need for a similar study to be carried out in other parts of Kenya.

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## APPENDICIES

### APPENDIX I: QUESTIONNAIRE FOR PARENTS

#### To be filled by the parent

I am a student at Kenyatta University taking a Masters Degree in Education (Early Childhood Education) carrying out a research project on in Limuru Zone, Kiambu County. This questionnaire intends to find out the prevalence of broken families in Limuru Zone, establish factors responsible for family breakdown, to find relationship between family breakdown and children's learning outcomes, the extent of family breakdown on learning outcomes of boys and girls and to establish the role of preprimary school teachers in assisting children affected by family breakdown.

Kindly fill these questions as truthfully as you can.

#### Do Not Include Your Name Anywhere On the Questionnaire

#### Section A: Demographic Information

1) How old are you? Tick your age bracket.

- a) Below 20 [ ]
- b) 21-30 years [ ]
- c) 31-40 years [ ]
- d) 41-50 [ ]
- e) 51 and above [ ]

2) What is your occupation?

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3) Gender : male [ ] female [ ]

4) How many children do you have? \_\_\_\_\_

**Section B: Prevalence of broken families in Limuru Zone**

1. For how long have you been divorced or separated?

0-6months [ ]

7-11 months [ ]

1year -2 years [ ]

3years - 4 years [ ]

5 years -6 years [ ]

**Section C: Factors responsible for family breakdown in Limuru Zone**

1. To what extent can you say the following factors led to your family breaking down?

Kindly tick.

	<b>Factor</b>	<b>Very Great Extent</b>	<b>Great Extent</b>	<b>Not Great Extent</b>
a.	Infidelity			
b.	Financial hardships			
c.	Communication problems			
d.	Illness, disability/ mental illness within the family			
e.	Alcohol and Substance Abuse			
f.	Domestic violence			

**Section D: Relationship between family breakdown and pre-primary school children’s learning outcomes**

a) After the divorce, has the learning performance of your child in activity areas for example: Math’s, English and others been affected? Has it :

Greatly Dropped [ ]

Dropped [ ]

Greatly improved [ ]

Improved [ ]

Remained stable [ ]

**Section E: Extent of family breakdown on the learning outcomes of Boys and Girls.**

1. After the family breakdown which of your child according to sex was more affected in their learning outcomes

Boy(s) [ ]

Girl(s) [ ]

2. From your observation, how can you rate the learning outcomes of boys and girls from broken families?

State of learning	Sex					
	Boys		Girls		Total	
	Frequency	%	Frequency	%	Frequency	%
Excellent						
Good						
Average						
Below Average						
Total						

**Section F: Role of pre-primary school teachers in assisting children affected by family breakdown.**

According to you how does the class teacher assist your child to have improved learning performance? Kindly tick.

	<b>Role</b>	<b>Very Frequently</b>	<b>Frequently</b>	<b>Rarely</b>	<b>Very Rarely</b>
a	Include children's interest in assignments e.g. use a child's favorite play or play material.				
b	Hold conferences with you to discuss your child's learning performance.				
c	Creates parents support groups for single, divorced and separated parents' on how to help their children.				
d	Offer refresher courses to grandparents living with grandchildren from broken families.				

**Thank you for your response and for completing this form.**

## **APPENDIX II: INTERVIEW SCHEDULE FOR TEACHERS**

### **Concerned person: class teacher**

I am a student at Kenyatta University taking a Master's Degree in Education (Early Childhood Education) carrying out a research project on The Effects of Family Breakdown on Children's Learning Outcomes in Limuru Zone, Kiambu County. The interview schedule intends to find out the prevalence of broken families in Limuru Zone, relationship between family breakdown and preprimary children's learning outcomes, the extent of family breakdown on the learning outcomes of boys and girls and to establish the role of the preprimary school teachers in assisting children affected by family breakdown.

The class teacher of the subject will be interviewed; the researcher will ask the written questions orally and then write down the responses in the sheet. Any given information shall be treated with outmost confidentiality. Put a tick (✓) to show your answer.

### **Section A: Demographic Information**

1. Gender

(a) Male [    ]      (b) Female [    ]

2. What is your age bracket?

(a) 19- 30            [    ]

(b) 31- 40            [    ]

(c) 41- 50            [    ]

(d) 50 and above [    ]

3. What is your level of training?

(a) Lower than class eight      [    ]

- (b) Primary certificate [ ]
- (c) Secondary certificate [ ]
- (d) College certificate [ ]
- (e) College Diploma [ ]
- (f) University degree [ ]

**Section B: Prevalence of Broken Families in Limuru Zone**

1. Among the total number of children in your class how many come from: (please write their number in the brackets provided)
  - b) Intact families [ ]
  - c) Divorced and separated families [ ]
  - d) Single parent families [ ]

**Section C: Factors responsible for Family breakdown in Limuru Zone, Limuru**

**Sub-county.**

1. According to your interaction with parents from broken families, which is the frequent factor leading to family breakdown

	<b>Factor</b>	<b>Very frequently</b>	<b>Frequently</b>	<b>Rarely</b>	<b>Very Rarely</b>
a.	Infidelity				
b.	Financial hardships				
c.	Communication problems				
d.	Alcohol and Substance Abuse				
e.	Domestic violence				

**Subsection C: Relationship between Family Breakdown and Pre-primary School Children’s Learning Outcomes**

1. What can you say about the learning outcomes of children from divorced and separated families as compared to children from intact families?

Kindly tick as appropriate:

Excellent [ ]                      Good [ ]

Average [ ]                      Below Average [ ]

2. From (1) above do you agree that parents’ separation and divorce negatively affects learning outcomes and classroom behavior of children from such families?

Strongly agree [ ]      Agree [ ]

Disagree [ ]      Strongly Disagree [ ]

3. Separated/divorced parents are involved in their children’s learning

Strongly Agree [ ]    Agree [ ]

Disagree [ ]    Strongly disagree [ ]

4. Please tick the level of involvement of separated/divorced parents in their children’s learning.

		Highly involved	Involved	Lowly involved	Very Lowly involved
A	In paying school fees.				
B	In assisting their children in doing homework.				
C	In attending parents’ meetings in school.				
D	In bringing their children to school and from school.				



Little extent [ ]                      Very little extent [ ]

7. Please state to what extent would you say your assistance in giving guidance and counseling to children from broken families has helped improve children's social status

Very great extent [ ]                      Great extent [ ]

Little extent [ ]                      Very little extent [ ]

**APPENDIX III: RESEARCH AUTHORIZATION; KIAMBU COUNTY  
DIRECTOR OF EDUCATION**



**MINISTRY OF EDUCATION  
State Department of Education**

Telephone: Kiambu (office) 020-2044686  
FAX NO. 020-2090948  
Email: [directorofeducationkiambu@yahoo.com](mailto:directorofeducationkiambu@yahoo.com)

COUNTY DIRECTOR OF EDUCATION  
KIAMBU COUNTY  
P. O. Box 2300  
KIAMBU

*When replying please quote*  
REF: KBU/CDE/HR/4/VOL.II/ 1(256)

18<sup>TH</sup> APRIL, 2017

**PASAKA NGINA GATURA  
KENYATTA UNIVERSITY  
P.O BOX 43844-00100  
NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/17/69579/16469 and dated 4<sup>th</sup> April, 2017.

The above named has been authorized to carry out research on "*Effects of family breakdown on pre-primary children's learning performance in Kiambu County, Kenya*" for a period ending 4<sup>th</sup> April, 2018.

Please accord her the necessary assistance.

A handwritten signature in blue ink, appearing to be 'P.K. Ngugi'.

**NGUGI P.K.  
FOR: COUNTY DIRECTOR OF EDUCATION  
KIAMBU**

**APPENDIX IV: RESEARCH AUTHORIZATION; KIAMBU COUNTY**  
**COMMISSIONER**

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**OFFICE OF THE PRESIDENT**  
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT  
**COUNTY COMMISSIONER, KIAMBU**

Telephone: 066-2022709  
Fax: 066-2022644  
E-mail: [countycommkiambu@yahoo.com](mailto:countycommkiambu@yahoo.com)  
When replying please quote



County Commissioner  
Kiambu County  
P.O. Box 32-00900  
**KIAMBU**

Ref.No: **ED.12/1/VOL.V/39**

**18<sup>th</sup> April, 2017**

Pasaka Ngina Gatura  
Kenyatta University  
P. O. Box 43844 - 00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

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Reference is made to National Commission for Science, Technology and Innovation letter RefNo. **NACOSTI/P/17/69579/16469** of **4<sup>th</sup> April, 2017**.

You have been authorized to conduct research on "*Effects of family breakdown on primary children's learning performance in Kiambu County, Kenya*". The data collection will be carried out in *Kiambu County for a period ending 4<sup>th</sup> April, 2018*.

You are requested to share your findings with the County Education Office upon completion of your research.

  
**J. A. RATEMO**  
FOR: COUNTY COMMISSIONER  
**KIAMBU COUNTY**

Cc           County Director of Education  
**KIAMBU COUNTY**

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

All Deputy County Commissioners    *(For information and record purposes)*  
**KIAMBU COUNTY**


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*"Our Youth our Future. Join us for a Drug and Substance free County".*

**APPENDIX V: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. PASAKA NGINA GATURA**  
**of KENYATTA UNIVERSITY, 43844-100**  
**NAIROBI, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: EFFECTS OF FAMILY**  
**BREAKDOWN ON PRE PRIMARY**  
**CHILDREN'S LEARNING PERFORMANCE**  
**IN KIAMBU COUNTY, KENYA**  
**for the period ending:**  
**4th April, 2018**

**Permit No : NACOSTI/P/17/69579/16469**  
**Date Of Issue : 4th April, 2017**  
**Fee Recieved :Ksh 1000**



*Pasaka Ngina Gatura*  
**Applicant's Signature**

*Smmmmmbw*  
**Director General**  
**National Commission for Science, Technology & Innovation**